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"Learning to Live" in Junior College

[EDITORIAL]

It may well be that in the current emphasis on terminal, cultural and preparatory courses, types of organization, adequacy of equipment, and teaching standards, junior colleges have not shown appropriate concern for the essential task of teaching young people to live. In general, there will not be much controversy over the concept, liberally interpreted, that education is the business of "inducting young people into adulthood." The program for accomplishing this should make due provision, not only for academic and vocational subjects, but for the promotion of personal happiness, physical and mental health, opportunities to live cooperatively with others and the background needed for facing social realities in modern life.

Enrichment of student life and of the curriculum has now been widely accepted at least as an ideal with reference to both elementary and high school levels of instruction. It is not less important that in the junior college we accept responsibility for developing our students into normal persons socially—into human beings adapted to normal living conditions in life. A failure to do this has been repeatedly charged against the college. Perhaps other persons will agree with the college dean who observed that most college students *remain*

"chips off the old blocks at home," retaining undisturbed many hopeless prejudices acquired in childhood.

College years provide an opportunity unequalled in later life for most students to form friendships, to correct personality disorders, to examine ideas, to cultivate tolerant and liberal attitudes, and to formulate a pattern of living. Unfortunately, or at least actually, the opportunity does not eventuate automatically into a realization of the desired outcomes. One may blame the instruction for lacking vitality. But there is needed also encouragement for the student to be a responsible "adult" facing his problems, to engage in desirable goal-seeking activity and to have varied first-hand experiences. In other words, the extra-curriculum is involved as truly as is the curricular instruction.

It is reported that governmental agencies have found considerable difficulty in securing even doctors, lawyers, and engineers, otherwise competent and available, who have a socialized viewpoint or who recognize the responsibility to society implied in their professions. Many former students will say "college did wonders for me intellectually, but little to impart a social philosophy, to identify the good life, or to acquaint me with social realities." Experience in how groups conduct business, reach decisions

and apply the democratic principle of majority rule is probably provided less often in courses than in student activities, and less often in school than in groups outside of school. How to become intelligent consumers is also usually slighted in school and college.

The importance to junior college students of learning to live is accentuated by the significance of good personality traits with reference to their later occupations, and by authoritative testimony that personality disorders are more likely for the more intelligent. The latter may be due to the fact that the conflicts are chiefly emotional in character, that the more intelligent often feel thwarted because they are less easily satisfied, and that they have learned to conceal manifestations of internal maladjustments until they become grave. Defining personality as the extent to which one *has learned* to use his energies to interest and serve others, such learning should claim a prominent place in any college program.

Learning to live will also involve learning to eat proper food, to participate in wholesome recreation, to enjoy æsthetic experiences, to participate in community undertakings and to give much more than prevailing lip-service to personal and public health. It is true that much may be achieved through incidental learning, but the purpose to provide for and direct such learning must not be incidental. It is easy to claim that sportsmanship is learned by participation in physical games. Actually such outcome is consistently achieved only when specific provision for it is purposefully made and honestly practiced. Otherwise sportsmanship might be learned better in assemblies or in a college orchestra.

What has been suggested here does not demand neglect of academic and

vocational work on the part of those interested and fitted for these tasks. If the social and personal values indicated are consciously sought for our students, these values will receive attention as part of the day-by-day experiences in various courses. They should find meaningful expression in a variety of out-of-class activities directed for their educational worth. Often, to arouse student interest and to provide suitable library facilities will contribute most usefully. In some institutions special guidance service will strive for better student adjustment and learning. But instructors who are sympathetic, informed, dynamic and who are grown-up emotionally seem to be indispensable. Even this most desirable provision may be approached gradually and without disrupting other approved values.

Instructors must sometimes be freed from slavish devotion to academic mechanisms and routines if they are to develop more of vision. By directed reading and discussions they may come to see that recitations, tests, records, marks and papers may at times interfere with the possibilities of education. They may be advised in their summer study to select such specific courses as will be expected to give them the insight and the outlook needed. Of course, in selection of new instructors attention should be directed to securing the desired breadth of teacher education.

F. P. O'BRIEN

—J.C.J.—

The junior college should be closely integrated with the high schools below and the colleges above but should be essentially terminal in its functions thus tying in with industry, agriculture, and commerce in a plan to fit its students into the economic life of the community.

—FRED J. KELLY, *U. S. Office of Education.*

The Program of Placement At Wright

FRANCIS T. BOYLAN*

For some time it has been recognized both in educational circles and in the business world that there is a profound gap between the education of young people and their final placement in industry. A number of theories have been advanced to account for this, none of them being practical or convincing. The Chicago schools decided to do something tangible and definite about this problem. In cooperation with the Illinois State Employment Service, on March 1, 1938, five experimental centers were established in four technical high schools and at Wright Junior College. The purpose of this article is to give a brief outline of the work done at Wright.

The procedure at Wright has been as follows: A meeting is called of all graduating seniors who desire employment, and at this meeting group registrations take place on the forms provided by the Illinois State Employment Service and the Chicago Board of Education. After this has been done the individuals who have indicated that they desire work are called in for a personal interview with the placement counselor. Prior to this interview the personnel records of each individual have been examined and from them all information pertaining to grades, standing, activities, intelligence, and aptitude tests has been recorded on the application blanks. At this personal interview an effort is made to discover the particular type of work most suitable for the individual in the light of his abilities, desires, and experience.

* Placement Counselor, Wright Junior College, Chicago, Illinois.

The next step up to this year was an interview by the representative of the Illinois State Employment Service. The state sent a representative once a week to Wright, who had access to all the data collected and arranged by the placement counselor. Her chief task was to classify the applicants into the various categories used by the United States Employment Service.

From the beginning the relationship between the schools and the state organization has been one of enthusiastic cooperation. During the first semester most of the pioneer work was done, since a completely new system of files and methods of procedure had to be worked out. The problem at Wright is a good deal more complicated than in high schools. We have no division rooms, and the only way of getting into contact with the student is through the medium of a bulletin board. Students are notoriously lax in consulting any kind of a bulletin board. One of the problems still to be solved is how to reach and interest every possible applicant for a position.

The second semester a better system of records and methods of procedure was worked out. Prior to this time the only available help consisted of three NYA students. While they were mildly enthusiastic and loyal, their lack of experience and skill was a real handicap. On February 1, 1938 we were extremely fortunate in having the experiment accepted as a WPA project. The amount and quality of the work done by the two girls who were at first assigned to Wright on this project was quite satisfactory.

One of the most important problems facing us is that of proper classification. To insist upon classifying a boy or girl according to experience obtained in previous part-time or summer employment, regardless of his inherent capacities or desires, will defeat our objective at the very inception of the project. Up to this time use has been made of the personnel folders for the individual applicants. These do not go far enough, for while an estimate of the general intelligence and capacity for absorbing knowledge is important, still it would be quite helpful if a series of aptitude tests were given. The cost at the present time is prohibitive. Unless some satisfactory type of test that has the added virtue of being inexpensive can be obtained, it is recommended that one be developed within our schools, probably in cooperation with selected representatives of the various industries. The results of these tests should give the information that is essential for proper placement which now seems to be completely lacking.

The greatest difficulty encountered by the placement counselor has been the extreme reluctance of industry in general to experiment with graduates on the junior college level. Very early in the experiment, it was realized that Wright presented problems peculiar to itself. Although the field men of the Illinois State Employment Service were doing an exceptionally good job in general, it was asking too much to expect them to perform a specialized task of salesmanship in regard to the junior college. In addition to this, the employment situation in Chicago at the beginning was quite hopeless. The placement counselor therefore evolved a method of procedure in regard to the finding of positions that so far seems to be giving satisfaction.

Letters were sent to the personnel

managers of each of the large firms in and around Chicago, calling attention to the type and quality of the product we have at Wright. The letter which received the greatest response follows:

Dear Sir:

Wright Junior College is one of the experimental centers cooperating with the Illinois State Employment Service for the proper placement of its graduates.

The training given students at the Chicago City Junior Colleges is being recognized by Chicago employers as of great value. Wright Junior College, drawing a high grade of student from the North and Northwest sides, is turning out twice a year a graduating class well fitted by training and guidance to take a useful place in Chicago industry.

In addition to the commercial and technical education received here, the Wright graduate has also a broad, general training. I am sure that we have some who will fit readily into your organization.

May I make an appointment to discuss with you the possibilities, either present or future, of employing any of our graduates?

Answers were received from about one-third of the firms addressed, which, according to available information is higher than the average response to direct-by-mail solicitation. When the firm answered, an appointment was made by telephone. When an interview was arranged the task really began.

Numerous problems arose before, during, and after the interviews. One of the greatest difficulties encountered, in addition to the profound indifference toward the junior college exhibited by so many companies, was the seeming desire on the part of most firms to improve their public relations. The enthusiastic reception that I received at the hands of many companies at first seemed to me to be due to the spirit of cooperation that they claimed was beginning to be shown between the schools and industry. This is no doubt partially true, but at the same time it is a matter of no little interest to notice that in many cases the office of director of personnel is identical with that of public

relations counsel. There is no doubt that many of the promises of cooperation made to me were made with an eye toward the good will of the schools and the large number of people they represent. Still, it was refreshing to find a rather large percentage of men and women in the personnel field were genuinely willing and anxious to hear my story and to make openings for the graduates of our institution. I find that many companies have a rather definite plan of campaign in regard to new employees. They are taken on either immediately following graduation from high school, or after they have finished their work for a degree. They have made rather arbitrary rules concerning the age limits for hiring people without a degree. Usually the upper limit is 19, and one is an exceptional student who finishes junior college at that age.

Another great stumbling block is the eagerness of all employers to take what they call the cream of our graduating class. It is obvious that the so-called cream of any class is the upper tenth of the class. These employers insist upon a combination of qualifications that make it impossible to place more than this upper ten per cent. After a rather extensive survey of the field, I have come to the conclusion that the cream of the class is going to be spread quite thin, and we are left facing the problem of what we are going to do with the other 90 per cent.

What are these demands? Just how much chance has the average student to be placed? The demands vary according to the type of work that is done by the individual corporation, but all stress appearance, ability, and background. No matter which sex is being hired, the demand is for outstanding appearance, a pleasing voice, good diction, poise, personality, and a good family back-

ground. The question of appearance is being stressed more now than ever before. Of course, the condition of the labor market during the past year has had a great deal to do with the attitude of employers. The supply of skilled and semi-skilled labor has been so much greater than the demand that even the employers of unskilled labor have become quite demanding in their specifications, to such an extent that a delivery boy or a page girl must have many of the qualifications of a potential executive even to get a hearing from the employment manager.

There is one phase of placement that causes a good deal of embarrassment. This comes when a request for a specific type of help comes in and we are unable to fill it. I have particular reference here to the requests that constantly come in for male stenographers. There seems to be a growing tendency in industry to create positions that pay well in this field. So far we have been unable to convince the proper type of boy that such an occupation, far from being effeminate, is in reality a surer and simpler stepping stone to advancement and ultimate preferment than any other method of beginning in industry.

There seems to be a marked tendency, however, among large corporations in Chicago toward a newer and broader personnel policy. One notices a large percentage of newly organized and newly manned personnel departments. Very significant results of this can be observed. The most important to us in the junior colleges is the tendency toward a system of what Mr. Bauer, of the Continental Can Company, calls "the business internship." This particular type of thing is what we, in the long run, are interested in. Unless we have a close, cooperative understanding with business houses that are willing and anxious to find the

proper men to start in at the bottom in this internship type of work, our efforts are bound to be wasted. The present type of hit or miss placement must give way to long range planning that will seek to place the individual in a niche for which he is most capable and which needs him the most. It is only through an understanding of the needs of industry, which is to be worked out through a close cooperative bond between the schools and the individual corporations, that such results can be achieved.

A year and a half is too short a time to draw entirely valid conclusions about the work at Wright. So far we have not had enough experience with normal times to determine what the future of this project will be. We do know that our service will probably not extend beyond 50 per cent of the graduates, since half of those who graduate from Wright now go on to senior college. We do know that many mistakes have been made, but that is something to be expected in any experimental project. The number of full-time and part-time placements made during the past semester has given us a very hopeful feeling for the future. No placement program can possibly justify its existence immediately, and it is only by long range planning that we shall be able to give the service both to the community and to industry that is our avowed objective.

I have made the following recommendations for the improvement of our service:

1. That the placement work of the Chicago junior colleges be placed under one head. In order to be effective this junior college placement service should be divorced from, or at least made reasonably independent of the high schools.

2. That a vigorous campaign to educate industry concerning the worth of our junior colleges, the courses we give, and the value to industry of the services we render, be instituted immediately. The man in charge of junior college placement could very well serve

in the dual capacity of placement director and liaison officer.

3. That an intensive program be started, preferably on the high school level, to acquaint students with their own capabilities, and the possibilities that various occupations and industries offer to those possessing the necessary qualifications.

These recommendations have been accepted, and now the classifications are made by the placement counselor. During the past year two new, experienced WPA clerks were assigned to the placement office, and four NYA girls are cooperating with them to give business-like efficiency to the office.

Summary data on the operation of the placement bureau at Wright from January 1, 1939, to September 1, 1939, may be illuminating.

1. Number of applicants	
For full-time work.....	808
For part-time work.....	1,268
2. Interviews in placement office.....	1,998
3. Full-time placements	
Permanent positions through the school	189
Permanent positions through the Illinois State Employment Service	25
4. Part-time placements	
Applicants sent on jobs.....	1,110
Positions obtained through the school	710
Positions obtained through the Illinois State Employment Service	10
5. Firms contacted	
Letters sent to firms.....	987
Letters answered	858
Visits made by placement counselor	384

—J.C.J.—

The growth of separate junior colleges under private auspices has been rapid in recent years. Much of this growth has resulted from the transformation of existing institutions. — The Advisory Committee on Education.

Non-Academic Courses and Curricula

W. W. BASS *

A survey of the experiments being carried out in many public junior colleges, the opinions of experts writing in this field, and the trend of curriculum development on this level, all point out the fact that the most important problem confronting the administration of the public junior college today is one of developing an efficient method of educating the student who terminates his college training with the two years in this institution. Mere recognition of the importance of the problem, however, does not solve the difficulties that must be overcome before this development can be possible.

The writer was faced with this responsibility, and, since it was important that as few mistakes as possible be made in this development, a survey was made of the non-academic courses and curricula actually being offered in the public junior colleges of the United States. As a result of that survey and the conclusions drawn from the data collected, certain recommendations were drawn up to guide the faculty of Chanute Junior College in developing curricula that would seem to serve the citizens of the community supporting the school. These recommendations follow.

RECOMMENDATIONS

(1) A survey not only of the local community but of the field of non-academic education should precede initiation of a terminal program in any junior college.

(2) The public junior college should be developed into a community college.

To accomplish this end, adults as well as school age students should be served and the school day lengthened to make this development possible.

(3) The school should be linked to the supporting community by means of music, art, dramatics, and extra-curricular activities.

(4) Public junior college administrators can undoubtedly increase the ultimate usefulness of their respective institutions by a more careful study of the possibilities of non-academic courses and curricula. Much good can be accomplished for students if a careful analysis of all vocations is made for the student who is planning his training. This analysis should point out the overcrowded condition of some professions which require university training and at the same time demonstrate the dignity and usefulness of semi-professional and non-professional occupations.

(5) The non-academic curricula should be made still more flexible not only because of the nature of the work offered but also because of the type of student enrolled.

(6) The field of home economics should be studied in order to ascertain the causes behind its slow development. This department, then, should be made one of the very active fields of non-academic training.

(7) A serious attempt should be made to obtain a Federal subsidy for the support of non-academic education on the junior college level.

(8) A coordinating service should be developed and supported which would maintain contact with employers, place graduates in positions, and follow and

* Dean, Chanute Junior College, Chanute, Kansas.

advise them in their new occupations. The program of Salt Lake City is an example of this type of service.

(9) Finally, and most important of all, a program of guidance should be developed that will be complete and acceptable to both students and parents alike. This program requires, first of all, knowledge of the abilities, interests, and environment of a student; and second, a relationship between student and advisor that will make guidance acceptable.

These recommendations are the result of a rather extensive study made in 1938 and this article is a report of that investigation.

THE METHOD USED

Similar studies were examined and an analysis made of other literature in the field of the junior college. Reports of actual courses offered, special non-academic curricula developed, and unusual services offered by public junior colleges were especially important in this connection. The colleges considered were those listed as public junior colleges by the secretary of the American Association of Junior Colleges in the list published in January 1938.

Since it was manifestly impossible to visit the schools included in this list, three methods were devised to obtain the information required for the successful completion of this study. These methods were: (1) catalogs and bulletins of the public junior colleges; (2) personal letters from the administrators of 95 of the same schools; and (3) subject questionnaires filled out by instructors for all the non-academic courses offered by 52 of these junior colleges.

The 244 public junior colleges found in the list used were located in 34 states and the Canal Zone. The problems of the junior college would seem, then, to be of interest to all parts of the United

States with the possible exception of New England. These colleges were not evenly distributed, however, since 113 of them were found in four states, California, Iowa, Texas, and Oklahoma. The largest number of public junior colleges was located in the Midwest where 94 were found; the South followed with 83; the Far West with 54; and the East with 12.

CATALOG ANALYSIS

The 200 catalogs and bulletins examined, showed that a total of 153 colleges, or slightly more than 75 per cent, apparently offered at least some courses which could be classed as non-academic, terminal, or semi-professional. Included in the courses listed were 334 distinct subjects which were mentioned a total of 4660 times. This was a much larger number than was found in earlier studies of a similar nature. This indicated a significant growth in non-academic education on the level of the junior college.

Business and commerce ranked first. Music ranked second, followed by engineering, home economics, trades and industry, education, nurses' training, agriculture, and library training, in the order named. While earlier studies showed some changes in order, eight out of these nine fields were named as showing the greatest development even as far back as 1922.

The whole picture received from the catalogs shows that the public junior college is very definitely developing curricula and courses in the non-academic field. Local conditions and needs largely determine the specific services offered.

ADMINISTRATORS' JUDGMENTS

The study of letters from 95 administrators brought out the fact that commerce still ranked first but education was advanced to second place. Music ranked fourth, just below engineering. Trades and industry held about the same posi-

tion while home economics had dropped lower than was shown in the catalogs.

The information obtained from the catalogs and the letters from administrators was checked by a questionnaire report on each non-academic course offered in 52 junior colleges. The data from this third source also showed that commerce was offered the greatest number of times. The only change that could be noted was that a number of courses were listed as non-academic or terminal which were sometimes listed under general education and other times as liberal arts. This difference was to be expected since the catalogs did not often indicate any terminal function in the case of liberal arts courses. Evidently, however, this function is being added to many of the courses even without change in name or description.

A digest of the opinions of the ninety-five administrators whose letters were analyzed is significant.

Two were not willing to accept the idea that such a thing as a non-university course for a junior college was possible. They did agree that such courses were theoretically good, but felt that they had not worked out in practice.

Four accepted the fact that such courses were actually in operation in many sections of the country, but they were not as yet convinced that these courses had any place in the public junior colleges.

Seven were entirely in sympathy with the idea and believed it would come soon in their own institutions. Lack of demand, however, or insufficient financial support had prevented any program of this kind, and no work of this nature had been attempted.

Seven had announced such courses in their bulletins and catalogs but various local conditions had made the development proceed very slowly. Most of these

administrators were enthusiastic about the beginnings they had made and were planning to make their offerings a reality as soon as the problems of administration could be solved.

By far the largest number (75) reported that they already had a number of such non-university-preparatory curricula. Their replies, while reporting some failures, were very enthusiastic; and most of them prophesied a great future development in all phases of non-academic curricula.

A similar analysis was made of the opinions of 84 junior college administrators in 1928. This earlier study indicated that over half of these administrators were skeptical concerning the success of non-academic curricula for their institutions. Also that less than 40 per cent of them offered any courses of this nature.

This comparison would seem to show that a very real change has been made in the opinions of junior college administrators during the last decade.

ADMINISTRATIVE PROBLEMS

There seems to be little doubt that the problem of initiating and supervising terminal curricula in the public junior colleges is primarily one of administrative concern. Of the number of administrative problems reported as affecting non-academic development, it was found that student interests, needs, capacities, and demands ranked first.

Community activities ranked second in importance among the administrators who reported on this phase of the problem. Wherever the junior college district comprises within its area pronounced industrial, agricultural, or commercial sections, these determine the direction of the development of this type of educational service.

Costs were ranked third in importance. It probably would be safe to

assume that costs had delayed the completion of more non-academic programs than any one other single factor.

State regulation, state aid, adequate teachers and facilities were mentioned by administrators as other factors that affected the establishment of non-academic services in the junior colleges.

Another matter of administrative concern was caused by expected increase of cost due to small classes. It was found that the median class size for 1938-1939 was less than thirty. If this were a measure of the whole problem there would seem to be no cause for administrative concern. The data, however, showed 102 classes that enrolled less than ten students during the year. This indicates a very real problem for the small public junior college where most of these small classes are found.

There seems to have been little progress in the largest proportion of junior colleges in making these institutions real community colleges. These data showed over 95 per cent of the courses were offered during the regular school day and for regular students only. As far as adult education is concerned, little actual progress has been made.

Commerce and business courses are by far the most popular of all non-academic offerings. This department is the first to be included by colleges first entering the non-academic field and in the greatest proportion of schools it has made the most progress.

General education is becoming increasingly important and will probably make great progress in the next few years.

A check on the courses in agriculture reported by junior colleges indicated a general effort on the part of the authorities to set up such courses as were directly applicable to local agricultural needs. In spite of this fact, only a small

number of junior colleges report any enrollment in this field. This would seem to indicate that high school agriculture courses are really terminal and that agriculture students do not attend junior college. There is some evidence also that students from rural areas who do attend junior college enroll in the academic curricula.

Home economics has shown very little growth. Educational opinions assign this department a very important place in the non-academic field. In spite of this fact the unpopularity of home making as a vocation or some other effective factor has prevented almost all growth in this field.

Education curricula are offered in a great many junior colleges and attract many students each year. Changes in certificate requirements, however, are making it vocational but not terminal training. More and more junior college courses are becoming the first two years of a four-year teacher training curriculum.

Trades and industry curricula overlap with engineering. This type of training is becoming more popular and is the field that attracts more adults than any other department. It is probable that the factor of costs delays development here more than in any other field. A Federal subsidy would probably do more to encourage growth here than in any other single field.

CONCLUSIONS

There are certain general conclusions that result from the present study.

1. Educators who are in any way concerned with the non-academic courses and curricula of the public junior colleges recognize that the public junior college must in some way provide for the education of those students who will not continue beyond this level. There is a marked lack of agreement among

these same leaders in deciding just what training should be offered.

2. Junior college administrators as a group are vitally interested in the development of the non-academic program and are taking the responsibility of initiating and conducting this new service. In general the delay in this service is due to lack of financial support or other similar factors rather than to lack of interest.

3. The fact that 153 junior colleges reported 4663 classes in non-academic fields indicates a very real interest on the part of the students as well as on the part of the administration. This offering is still much too small but when the conservative tendencies of parents and students are considered, these results are encouraging.

4. An analysis of the opinions of administrators shows that student interests, community activities, and educational costs are the most important factors in determining the non-academic offerings of the public junior college.

5. Since costs play a large part in the delay of non-academic development, it is probable that a Federal subsidy on the junior college level would cause a large increase in terminal offerings. Evidence is found for this conclusion in the great increase in terminal enrollment in California junior colleges when federal money was made available.

6. Business and commerce attracts more junior college students than any other non-academic field. This large enrollment should demand a careful analysis of the curriculum of this department to bring it to a position where it can render a maximum service.

7. The curricula in trades and industry are expensive on account of the equipment required and the small faculty-student ratio usually found. It is probable that this department would

increase materially if a Federal subsidy were available.

8. Home economics and agriculture are both developing very slowly if at all. The lack of popularity of both home making and farming as vocations may be the cause.

9. The per cent of students enrolled in non-academic courses and curricula is still far too small. Guidance in the field of vocations seems to be not too effective.

10. The locations of junior colleges, the opportunities for employment, and the social demands of the communities will and should always be the largest determining factors in the development of the non-academic curricula.

11. Teacher training in the junior college is confined largely to courses applying to the field of elementary education. The requirements for teachers' certificates are constantly being raised and this alone would eliminate secondary school training.

12. Junior colleges offer rather complete curricula in the following fields: (a) commerce, (b) music, (c) engineering, (d) education, (e) trades and industry, (f) home economics, (g) agriculture, (h) art, (i) library science, and (j) general education.

13. There appears to be a rather consistent effort on the part of a large proportion of the public junior colleges to provide non-academic courses and curricula, but as yet the number of students enrolled in these offerings has been disappointing.

—J.C.J.—

With the development of junior colleges intimately associated with public high schools, it seems clear that vocational education should be permitted anywhere in the senior high school and junior college course which best serves the interests of the students and the communities.—FRED J. KELLY, *U. S. Office of Education*.

Shall the Junior College Have Its Own Plant?

GERTRUDE HOUK FARISS*

In 1934 Cecil D. Hardesty, superintendent of schools in Westminster, California, stated that, of the 32 public junior colleges in California at that time, exactly half were housed by themselves. He found a definite relation between the size of the college and its ability to engage in a separate housing program. Each of the junior colleges having an enrollment of less than 400 Mr. Hardesty found participating in a dual housing program with the high school. Several junior colleges with an enrollment of over 400 were also housed with high schools, though Mr. Hardesty found that in these cases the junior colleges were in connection with high schools, the physical plants of which would easily accommodate both institutions. He found, however, that junior college administrators were practically unanimous in their belief that the junior college should by all means be housed separately. Their reasons he summarized in the single statement that separate housing secures better junior college atmosphere with attending beneficial results.¹

What separate and distinct reasons have caused this unanimity of opinion among junior college administrators? Let us examine the situation first from the point of view of the students themselves. One of the most fundamental necessities to a successful school of *any* type is a strong and healthful morale on the part of the student body. This is

not possible, in as great a degree as it should be, *either* in the high school or the junior college, when the two institutions are housed together. After all, they *are* two institutions. Invariably, one will consider that there is favoritism on the part of the administration toward the other. One will feel that its traditions are of less importance than those of the other unit. Especially is this true if one of the units has been established for a long period of time, whereas the other one has been moved in upon it rather recently. Since this latter situation is practically always true of the junior college, rather than of the high school, because of the comparatively recent development of the former institution, the greatest resentment is usually to be found on the part of the junior college students. The public high school is likely to make less objection to the addition of the junior college. It feels that its own footing is secure, and the students feel rather elevated in dignity than anything else by the addition of the junior college unit. On the other hand the junior college feels that it is nothing but an addition "sewed on" to an already well established high school, and in general the college students never get the feeling that they are really *college* students. Under these circumstances it is, of course, difficult if not impossible to build up any esprit de corps among them.

A problem which is more directly the concern of the administration, although probably of no greater ultimate importance, is that of discipline. All administrators, junior college and high school, agree, as far as the writer has been able

* Dean, St. Helen's Hall Junior College, Portland, Oregon.

¹ Cecil D. Hardesty, "Housing the Junior College Program in California". *The Nation's Schools*, 14:54 (September, 1934).

to ascertain, that high school students and college students must be regarded differently as far as disciplinary attitudes are concerned. In all cases junior college students are presumably allowed a freedom and independence of action and a degree of self-reliance in keeping with their status as college students. It is exceedingly important that this should be so, of course, for if it were not, the junior college student would certainly be at an overwhelming disadvantage when he transferred as a junior to the campus of a four-year college or university or when he began to earn his living. The giving of this opportunity for self-reliance, however, offers a distinct problem when a high school is operating in the same building or even on the same campus. There is a distinct tendency for the high school student to ape the college student—a wholly natural tendency. It is as natural for him to feel dissatisfied with his own situation when he sees these other students enjoying privileges which are denied to him. The greatest difficulty for the administrator, of course, lies in a large school situation, in which all of the students are not known by sight to those in authority. One college administrator told the writer recently of a conversation commonly heard on the grounds of his own high school at a time when the junior college was occupying the same buildings.

"What are you doing here? Don't you know that high school students are not supposed to come to this place during school hours?"

"Oh, I'm not a high school student. I'm a junior college student."

"Oh, I beg your pardon."

This particular administrator said that the high school students in his school were successfully posing as junior college students for a longer period of time than he cared to admit before the

school authorities could be really sure of what was happening. Even after that, he said, it was not possible really to regulate the matter completely, until the junior college was removed from the high school plant and put into buildings and onto grounds of its own. After that, he said, the atmosphere of both institutions, as well as the spirit of the students, was about one hundred per cent improved.

Important as these matters are, the greatest threat to the educational program of the junior college lies in the tendency to lower college standards which almost inevitably results from the dual housing of the high school and the junior college. If the science laboratories of the high school are used for junior college classes, it can almost be taken for granted in many, even in the majority of cases, that the laboratory equipment will be equipment essential for high school laboratory courses, with certain additions, doubtless, because of the presence of the junior college classes. In a few exceptional cases this arrangement may be all right. But the laboratory of the average small high school cannot be made adequate for work in a college science class by a few additions! The same objection holds true in the case of the library. The high school library, even with a good many books added for the use of college classes, is about as far from an adequate college library as day is from night. The American Library Association suggests an initial book stock of not less than 5,000 well selected volumes for a junior college of 500 students or fewer. Miss Stone found 11,000 volumes entirely inadequate at Bradford Junior College. Miss West of Texas sets 18,000 volumes as a workable library. Each authority, however, insists upon the words "well-selected." Certainly if the major part

of the book stock consists of books purchased for a high school library, there is little possibility of an adequate junior college library, since most junior college libraries fall rather far below the ideal libraries pictured by Miss Stone and Miss West and many of them even below the 5,000 volume mark set by the American Library Association.

A junior college housed in a high school building is very much more liable to be assigned high school teachers for college classes than is the junior college in its own buildings. Here is another threat to the standards of both the junior college and the high school. The teacher who succeeds in getting her work up to satisfactory college standards will in nine cases out of ten do poorer teaching in her high school classes, since she will tend to adopt college methods and will often shoot over the heads of her high school students. On the other hand, if she does excellent teaching of her high school students, she will be very liable to adopt the same methods with her college students and will fail to hold them up to the standards of college work, to develop in them independence of thinking, and to initiate them into the study processes which will prepare them for research methods in the university. In both cases a great injustice is being done to one group of students or the other.

Perhaps the greatest argument against the combination of junior college and high school in the same physical plant lies in the danger which such a procedure holds for the developing curriculum of the junior college. The following statement by Leo M. Chamberlain, after his study of thirty junior colleges in the midwest, will help to explain this danger. Mr. Chamberlain says that the programs offered by these junior colleges have in large measure been determined by build-

ing facilities and equipment planned to care for traditional units of the secondary school system. "As a consequence of this condition," he continues, "administrators of these institutions have been led to view the curriculum function of the junior college in terms of limitations imposed by the existing plant and equipment. Forced as they have been to limit the offerings of their colleges to those courses for which adequate facilities are available, they have tended to rationalize and to come gradually to see as the proper function of the school the offering of such work as the exigencies of the situation permit."³

This situation may to a large extent account for the slowness of the movement toward semi-professional and vocational courses in some junior colleges. It is evident that no very satisfactory courses in civil or electrical engineering, as well as many other courses of a semi-professional or vocational nature, could be given in a building which might contain excellent equipment for the high school which it was built to house.

It will be a reason for still more grave reflection on the part of educators when they come to realize universally that both high school and junior college suffer in many ways from the tendency to house them together. The more abstract arguments offered at the beginning of this article are of comparatively little weight beside the graver arguments with which the article concludes—the danger involved so far as standards are concerned and the narrowing effect upon the junior college curriculum.

³Leo M. Chamberlain, "The Housing of Thirty Public Junior Colleges of the Middle West and Tentative Standards and Principles Relating to Buildings, Equipment, and Associated Administrative Problems," *Bulletin of Bureau of School Service*, College of Education, University of Kentucky, Vol. III, June, 1931, page 184.

The Tyranny of Apron Strings

H. W. THRELKELD *

It is in the period of infancy that our junior college freshman becomes enmeshed in the web of apron strings. When he first comes into this world an unorganized, highly plastic, lump of vitalized protoplasm, he is utterly dependent upon human agencies outside himself. Nature has equipped the one who bore him with the agencies to nourish him and custom growing out of this has made it more or less mandatory that this shall be the pattern followed.

The mother pattern, then, becomes the first stamp that impresses itself on the newborn child. Being utterly dependent on the mother and having the cravings that arise within it satisfied by a certain individual, the attachment grows apace. Modifications come about in the relations of these two as time goes on and, as is true wherever two personalities are associated, one becomes master, the other slave. Whatever the personality adjustment made, whether the infant becomes king, by being allowed to secure the attention and services of the mother through cajolery or by a display of temper tantrums; or the mother becomes the dominant figure by a rigid system of child culture that orients and controls every reaction of the infant; the strings of the ever present apron are woven into the woof and warp of the cloth of the growing child personality.

It is true that there is a male personage present, at intervals, in the home that nourishes this child but any careful analysis of the functions of this indi-

vidual, in the typical American home, will show how little is the actual influence he exerts on the growing child, particularly in the early and most formative stages. This male, the father, is present in the home very little to begin with and when present is an adjunct to the system, doing what he does, as regards the child, under duress or at the best under the guidance of the mother. In other words he does not, normally, affect the system operating.

And so the period of infancy passes and the child becomes of school age. He passes from the complete domination of the home but does he gain the opportunity to free himself, at least partially, from the binding influence of the apron strings? Not at all! He is placed under the care of a mother substitute, the woman teacher. Under this influence he will, in most cases, remain during at least his elementary training and for most of his secondary school experience. The point is that during these years he is still largely in the home; for all practical purposes all but six hours each day. These six hours he is usually under the direction of women teachers.

In such an environment the chances are greatly in favor of his practicing the same type of emotional behavior that he found successful in infancy. Although he is developing into adolescence and his own society is compelling him to change his behavior to some extent, as regards his contacts with his adolescent companions, his behavior toward adults makes no such changes for he is still treated as a child in his home and by his teachers. Led by the hand in

*Dean, University Preparatory School and Junior College, Tonkawa, Oklahoma.

most of his adult activities and not allowed to meet life experiences on his own responsibility.

Emotionally, in many cases then, he remains a child, and as such he goes to college. Here is the first real break in the dynasty of the apron string. What are the effects that require attention from counselors?

Many times the first reaction is of a lost feeling, of something missing that has been ever present, an indefinable something that gave a feeling of security, of "God's in His Heaven; all's right with the world."

The technical name is nostalgia—homesickness, mother comfort—and this is oftentimes a very real and serious illness. Perhaps it is worse in girls than boys but that is only because the customs of society have compelled the boy to range wider than the girl and to take more little flights away from the nest, and get more experience with freedom from mother domination.

Other situations develop also, due to this sudden projection into adult society. Students will be held responsible for many forms of activity. They will be held to schedules that are inflexible. They will compete for grades, honors, positions and what not, and if they do not deliver their proportionate part of the load, they meet criticism, even abuse, and no one mothers them.

When they go back to their choice forms of emotional behavior and try to manage society by the same forms of behavior that they found successful within the compass of the apron string they meet defeat. Their temper tantrums are laughed at. If they sulk, they are ignored. The world seems very difficult, very cold, very heartless indeed, and many times a personality is badly warped under these circumstances and

permanent adjustments made that are antisocial, unhygienic, and unnecessary.

Thus one of the major functions of the junior college personnel department is to avoid such maladjustments. Perhaps in the days of small colleges when faculties and student bodies knew each other and a common feeling of helpfulness prevailed throughout the entire college, there was no need for a specialist to handle such situations.

With large plants, faculties, and student bodies, however, the problem of cutting the apron strings skillfully, with justice and efficiency, without injury to all concerned, takes training and understanding of all the factors involved. It is the work of a specialist. It cannot be safely left to volunteer workers from the teaching force for if it is many cases will be neglected, others poorly dealt with and many bungled. This process aptly described as "psychological weaning" is one that needs to be well done to produce a mentally healthy, successful junior college student.

It requires an anticipation of its occurrence, a planning to avoid the shock of uncushioned social rebuff, an honest diagnosis of the difficulties as they arise and a kindly yet professional treatment of the individual involved, that assures him of a right understanding of his behavior and the causes of the reactions that this behavior arouses in his society.

If this can be accomplished a very great service in personality building will be done, but with wisest treatment and the fullest understanding, so great is the impress of early conditioning, especially the mother fixation and the apron string complex, many relapses will occur. Again and again will the individual go back to his infantile behavior and take for his theme song "Tie Me to Your Apron Strings Again."

Integrating Junior College Personnel Services

J. M. McCALLISTER *

The increasing recognition of the individual needs of college students has resulted in the introduction of numerous personnel services. The recruiting officer attempts to guide the student in the selection of a college; the college psychologist, or some officer interested in testing, administers a battery of entrance tests; the registrar or the academic dean with the assistance of members of the college faculty aid him in selecting a program of courses; the dean of men or the dean of women sees that he is properly housed, supervises his non-academic activities, and offers personal counsel; the college physician or members of the department of physical education conduct examinations and offer counsel regarding health problems and physical welfare; some member of the faculty usually offers an orientation course to assist the student to become adjusted to all these services as well as to other activities of the college; and a vocational counselor assists the student in selecting a life career and attempts to place him in a satisfactory position after graduation. The distribution of these services among members of the faculty does not conform to the preceding statement in all institutions but the services are usually performed by some one. Usually the officers performing the services keep their own records and offer individual or group counsel to students. Frequently there is much overlapping of function and duplication of records. Seldom can the essential services of all personnel workers be brought together in

such a manner as to center them upon the solution of the problems of an individual student. There is need for an integration of procedures or of activities which results in a coordinated service centered upon the needs of the individual student.

The junior college has a unique opportunity to integrate personnel services. It is a relatively new institution and it is unnecessary for it to imitate the differentiation of personnel services already in existence in four-year colleges and universities. Its enrollment is usually small enough that personnel services may be centered in a small staff, thus making integration of the various services relatively simple. It is the purpose of this paper to propose certain integrations of personnel services by showing how they have been effected in Herzl Junior College in Chicago.

ORGANIZATION OF COUNSELING PERSONNEL

A survey of the faculty of any junior college is likely to reveal a number of members who are suited, either by personality or training, to serve as counselors to students. Some of these faculty members may occupy an administrative position such as academic dean, dean of men, dean of women, or registrar and may be actively engaged in counseling students; others may be directing student activities or serving as sponsors of student organizations; some may have had special training in psychology, vocational guidance, tests and measurements, or pedagogical case work; others, such as a school physician, may be in a position to serve as consultants. Effective integration implies that the contributions of all competent members of the faculty be so marshalled as to bring them

* Director of Personnel Service, Herzl Junior College, Chicago, Illinois.

to bear upon the problems of individual students.

One means of integrating the counseling resources of a junior college is to organize those members of the faculty who are especially fitted for personnel service into a counseling staff. For example, in the Herzl Junior College, the counseling staff consists of the personnel director (who is also the registrar), the dean of men, the dean of women, a psychologist, the director of athletics, the instructor in physical education for women, two instructors in English, one instructor in social science, one instructor in German, and one instructor in physical science. The school physician, although not a member of the counseling staff, serves as a consultant.

In selecting the members of the counseling staff special attention was given to previous training and to interest in student welfare. Before assignment as counselors seven members of the staff had each pursued from one to eight formal courses related either directly or indirectly to counseling. Since receiving their assignments, five members of the staff have pursued additional courses. At present only two have had no formal training. Four had had experience in counseling previous to assignment. The following fields are represented in the formal training available for the counseling service: psychology, mental hygiene, case work, educational guidance, vocational guidance, tests and measurements, supervision of the adolescent girl, student activities, social work, health counseling, psychiatry, and medicine. An identical array of talent and training may not be available in most junior colleges but every junior college may organize and utilize the resources which are available.

Each member of a varied staff, such as that described above, has distinct

contributions to make to the personnel service. Working more or less independently, each individual is likely to emphasize the particular phase of counseling for which his interests and training prepare him. An academic dean is likely to emphasize educational guidance; a psychologist is likely to emphasize mental health or testing; a dean of women is likely to emphasize social development; an instructor in physical education is likely to emphasize health problems; an instructor trained in vocational guidance is likely to emphasize that aspect of counseling. Organized into a counseling staff, all members may contribute to the thinking of the others to the end that a better balanced program may be developed. Furthermore, counselors who have had little or no specific training or experience may profit from the contributions of the others.

At the Herzl Junior College the counselors have a staff meeting once a week for the purpose of considering common problems and of integrating their activities. Through interchange of experience these staff meetings amount to in-service training for all members of the staff. The following problems have received attention in the staff meetings of the past two years:

- Objectives of the personnel service
- Techniques of interviewing
- Preparing the counselor's report of interviews
- Interpreting and using test results
- Developing and using cumulative records
- Interpreting the physician's report of health examination
- Interpreting and using instructor's reports of academic progress
- Assisting students to make adjustments with respect to absences, academic programs, study habits, student activities, and positions outside college
- Assisting students with educational and vocational planning
- Developing and using a library of vocational information for students
- Determining the causes underlying academic failure in individual cases

Applying the case study technique in studying cases

Encouraging participation in student activities

Various members of the staff serve as leaders in the discussion of these problems and all members participate freely. In addition members of the staff present reports of individual cases which are perplexing to them. Other members of the staff contribute suggestions to aid in diagnosis and adjustment of these cases.

Through a well-integrated counseling staff each counselor may be responsible for a number of students, serving as a personal counselor to each. If a problem arises with which the counselor needs assistance he may consult with other members of the staff who are in a position to advise him or he may refer the student to the specialists best qualified to handle the problem. Thus any or all the resources of the counseling staff may be centered upon the problems of an individual student. It is a function of the counselor to see that each student assigned to him has the advantage of any institutional facilities available.

To assure adequate attention to counseling the counselors should be released from instructional activities for an amount of time equivalent to that devoted to counseling. For example, at the Herzl Junior College, five clock hours of counseling is considered equivalent to three class hours of teaching. A counselor who is released from a three-semester-hour course is scheduled for five hours of counseling per week.

AGREEMENT UPON OBJECTIVES

In any well-integrated program it is essential that the efforts of all persons engaged in personnel activities be directed to the same purposes. The same objectives should guide the activities of all members of the staff. These objectives may differ in various institutions but agreement among the personnel workers in a given institution is essential

to integration. It is desirable also to direct the objectives to practical problems of students. The following statement of objectives illustrates an attempt to integrate personnel activities by centering objectives on the needs of individuals.

1. To assist students to plan educational programs, suited to their interests and abilities, for the period of the junior college and looking forward to vocational or educational careers following the completion of the junior college.
2. To guide students continuously in their progress toward the goals set forth in their educational programs.
3. To assist students to make satisfactory adjustments to personal problems arising in college situations and in their contacts outside the college.
4. To stimulate students to evaluate purposefully vocational possibilities and to select life careers suited to their interests and abilities.
5. To develop and maintain an adequate system of cumulative records for assistance in interpreting individual needs.
6. To integrate all personnel activities of the college so as to direct them to the welfare of individual students.

ORIENTATION COURSES

The chief function of an orientation course is to assist new students to develop satisfactory relationships—personal, social, academic, etc.—with respect to the opportunities which the college offers them. To accomplish this function effectively an orientation course should be organized about practical problems which students actually face in becoming adjusted. Various members of the faculty who are concerned with the adjustment of students may participate in the course.

In attempting to integrate the orientation activities at the Herzl Junior College the director of personnel, the dean of men, and the dean of women have cooperated in developing a course for freshmen which is centered upon local problems and opportunities. They have invited other members of the faculty to participate with the result that the course

is distinctly a cooperative enterprise of a number of persons. The schedule of activities changes from semester to semester but the following statement is somewhat typical of a semester program. A meeting of one hour is devoted to each topic.

- Opportunities for Participation in Student Activities (Dean of Men and Dean of Women)
- How Your Counselor Can Assist You (Personnel Director)
- How the Freshmen Tests Are Used (Personnel Director)
- The Athletic Program (Director of Athletics)
- College Attitudes as Reflected in Personal Conduct and Appearance (Dean of Men and Dean of Women)
- The Place of General Education in Vocational and Professional Training (Dean of Men and Personnel Director)
- How to Select a Life Career (Personnel Director)
- Opportunities in Specific Vocations and Professions (A series of group conferences with competent advisors from the faculty)
- How to Prepare for Comprehensive Examinations (Heads of Departments concerned)
- Class Organization and Election of Officers (Class Sponsor)

CENTRALIZATION OF RECORDS

If personnel services are to be centered on the problems of individuals it is essential that all objective data concerning students be available to those who confer with them. To avoid duplication of records, it is convenient to centralize them in a single office. At the Herzl Junior College the registrar's office and the counseling office are adjacent rooms. All records are available to counselors as needed. The clerical staff assembles a cumulative folder for each student. The counselor examines the student's folder at the time of an interview and has available all data which has been assembled concerning the student. The cumulative records are assembled from various sources. When completed a cumulative folder contains the following items:

- A four-page pamphlet of personal information furnished by the student
- A transcript of the student's high school record
- A transcript of the student's college record if he has attended another institution

All standardized tests administered to the student including: American Council Psychological Examination, Iowa Silent Reading Test, Inglis Test of English Vocabulary, Strong Vocational Interest Blank (Optional with student), Wrenn Study Habits Inventory (When requested by a counselor), Bell Adjustment Inventory (When requested by a counselor)

Reports of instructors concerning the student's academic progress

All communications with or about the student

Record of the student's participation in college activities

Physician's report of physical examinations

Counselor's report of interviews with the student

An educational plan showing courses to be pursued by the student in the junior college.

The student's academic record in the college, although not kept in a cumulative folder, is also available to counselors. These data are used by counselors as a basis for interpreting student problems. The accumulation of all objective data concerning the student in convenient form for use of counselors aids greatly in integrating personnel services.

FUNCTION OF PERSONNEL DIRECTOR

In an integrated program of personnel services some one must be responsible for organizing and administering the program. In the program just described the personnel director is the integrating officer. He performs the dual function of registrar and personnel officer. He is responsible for coordinating the activities of the various staff members concerned; he organizes the personnel staff and presides at staff meetings; he aids the staff in formulating objectives; he assists in planning and carrying out orientation activities; he supervises the preparation and assembling of records. In short, he is responsible for seeing that all personnel activities of the college are centered upon and directed to the adjustment of students as individuals and that each student has the advantage of all resources available to him in meeting his individual problems.

New Approach To Teaching Science

NATHAN S. WASHTON*

One of the unique criteria which distinguishes man from lower animals is the ability to think reflectively or to solve problems. There are no other fields of knowledge which offer more and better opportunities to think reflectively than the sciences. The science problems, however, should be vital, challenging and of keen interest to students. Unless these problems pertain to our practices of everyday living, the educational outcomes will be of little or of no significance to the students. It becomes necessary to seek a new approach to the teaching of science if ultimately we expect our students to understand and to apply scientific principles which will promote their growth as intelligent citizens.

With this aim in view, the science department of Newark Junior College has instituted, in the freshmen chemistry course, practical problems that are of interest to the students. In order to solve these problems, the student must recall the basic principles of chemistry. Problem solving implies application of principles to new situations and experiences. Instead of simply memorizing Charles' Law, Boyle's Law, or the kinetic-molecular hypothesis, problems are taken from students' daily experiences, which could not be solved unless these principles or laws are understood. Principles and problems are integrated. Interest prevails since the students select topics such as how much nicotine is present in various brands of cigarettes; what consti-

tutes a good tooth paste, powder, or lipstick, and so on. How to remove a grease stain from our clothing allows a student to utilize his or her knowledge of solutions and solubility. How to purify water for drinking requires a knowledge of filtration, coagulation treatment, and other chemical processes. Sewage disposal, burning, and heating suggest worthwhile problems which can be solved if a study is made of the properties of oxygen. Water is a necessity for all living things and many challenging problems may be formulated which lead to the study of the properties, tests and uses of water. How does water, even in cold weather, gradually dry up? Why is the evaporation so much more rapid in warm weather? Why does a strong wind hasten the evaporation? These are sample questions which aid students to interpret some of our natural phenomena. The prevention of infections and maladies due to swimming pools serves as a basis for the study of chlorine. The study of carbon-dioxide, atmospheric pressure and unstable compounds may be made by the following problem: Why does soda water remain quiescent in the closed bottle and why does it effervesce when the bottle is opened? Osmosis and osmotic pressure may be understood if one can explain the action of fresh flowers in a vase containing a concentrated salt solution. When an anti-freeze material such as alcohol is placed in the radiator of an automobile during the winter, students learn to appreciate the significance of freezing points.

Since biology is life, it can be taught as a way of living. The working out of

* Chairman, Science Department, Newark Junior College, Newark, New Jersey.

the biological principles and processes in their relation to the various activities in which man participates and to his origin, his background, and his environment, serves as the basis upon which biology may fittingly lay claim to the intelligent consideration of human beings. Many vital biological problems can be formulated which will enable students to understand the basic principles of living things. How man and other living beings obtain and use their food involves an explanation of the morphology and physiology of living things, especially man. In attempting to solve the following problems, one must understand and apply some of the fundamental principles of biology. How do living things maintain their kind? How does man behave? How does man control his environment for health? How does man control his environment in regard to its economic importance? How may biology aid in my own improvement? To answer these problems one must know the nature and methods of reproduction, the chief responses of plants and animals, sense organs, habit formation, good health habits, bacteria, immunity, diseases, food plants, economic importance of birds and insects and other biological data.

Students are given every opportunity to experience and share in experiences with others. In some instances, they may analyze a given commodity, obtain data from authoritative sources, consult experts, and take field trips to industry. In conclusion, it may be said that the application of the essential and basic principles of a science to problems of every day living provides far more interesting experiences which will insure learning, rather than simply memorizing factual data. Thus, we hope to prepare a citizen who is better adapted to his physical and social environment.

JUNIOR COLLEGE RESEARCH

In the *Journal of Educational Research* for January 1940, Carter V. Good lists 558 "Doctors' Theses Under Way in Education, 1939-1940." Included are 16 in the junior college field. Following are the authors, titles of theses, university at which the candidate is working, and name of the supervising professor. No differentiation is made between Ph.D. and Ed.D. dissertations.

- Adams, Henry A. "Criteria for the Establishment of Public Junior Colleges in Kentucky." Kentucky. Chamberlain
- Bartle, Gladys E. "The Content of Junior College Art Courses." Wisconsin. Barr
- Bethel, Lawrence L. "The Historical Development and the Present Status of Procedures for Accrediting American Colleges and Universities." Yale. Hill
- Collins, Lloyd M. "A Study of Junior-College Curricula in Relation to Student Needs." Stanford. Eurich
- Donahue, E. B. "The Support and Control of the Public Junior College." Missouri. Carpenter
- Ford, Hoyt. "The Junior College Movement in Texas." Texas. Eby
- Garrison, Lloyd A. "Preparation of Teachers in Public Junior Colleges." Yale. Hill
- Johnson, J. R. "The Junior College Dean." Missouri. Carpenter
- Kitch, Loran W. "Evaluation of Guidance Programs in Junior College." Southern California. Raubenheimer
- Littlefield, Henry W. "The Presence in Connecticut of Certain Factors Generally Recognized as Influencing the Establishment of Public Junior Colleges." Yale. Hill
- McFarland, Kenneth W. "A Study of Junior-College Needs and Standards Basic to the Development of a Building Program." Stanford. Almack
- Marston, Frederick J. "The Articulation of Junior College and Senior College Programs." Missouri. Carpenter
- Meigs, W. H. "Science Instruction in Junior Colleges." Oklahoma. Balyeat
- Reynolds, E. J. "Terminal Courses in Public Junior Colleges." Missouri. Carpenter
- Tucker, E. W. "Education Through Grade 14 in the Military Training Institution." Missouri. Carpenter
- White, Kenneth B. "The Expansion of the Educational Services of State Teachers Colleges by Including a Junior College Program." New York. Myers

English for the Amiable

MARGARET H. LEVINSON *

This is a paper in which I shall permit myself the academic luxury of "letting down my hair." What I shall say arises from my own teaching experience in the junior college, and what I shall propose is the result of my belief that the junior college is not making adequate provision for one part of its population.

After this highly unorthodox preamble comes an equally unconventional definition of terms: By *English for the Amiable* I mean a course offered by the English department to meet the needs and suit the abilities of those well-meaning, hapless students who are flocking to junior college but who cannot, because of their lower-than-average mentality, be expected to fit completely into the present academic routine.

The English course which I propose is obviously a part of the popularizing function of the junior college, that movement which makes available to the masses two years of work beyond the traditional high school. It belongs to *general*, rather than vocational education, and is geared to the ability of students for whom regular college work is impossible and vocational training either impossible or undesirable. It is designed to meet the needs of the student with an I. Q. of 75 to 90, for whom the present English set-up is hopelessly inadequate. Hereafter he will be designated simply as the *Amiable Student*!

In some junior colleges with limited offerings, a hybrid course in English is available to all terminal students, regardless of their ability. The first se-

mester is usually devoted to a review of grammar; to general reading, often in contemporary essays; and to fairly extensive writing. The second semester is, more often than not, a compressed course in Business English. In this strange academic setting are likely to be found terminal vocational students of average or superior ability, and varying numbers of discouraged Amiable Students who are apathetically "taking it," and wondering why.

The necessity of a general course in English suited to the abilities of non-transfer, non-vocational students is clear. I am proposing a year course that will make its approach not through what we believe students *ought* to have, but through what we are reasonably sure they *will* have and what they already like. Obviously there should be no prerequisite to English for the Amiable; it should preferably not be required. Its single objective will be to help make the Amiable Student "at home in the world he has to live in." To be at home in a world, you have to know something about it; thus emerges a motto for the course, "Active discrimination versus passive acceptance."

It has been my observation that most students in the below-average classification have one general weakness. They tend to accept without question anything foisted upon them in the name of either information or amusement. They are for the most part less discriminating than the average child of twelve, less eager, more gullible. Their likes and dislikes are pronounced, but unreasoning; their tastes, good or bad, entirely

* Instructor in English, Bakersfield Junior College, Bakersfield, California.

reflexive. I firmly believe that no deliberate attempt should be made to change these tastes. If changes come with increased knowledge and experience, well and good. Active proselyting, however, for "the finer things of life" only establishes in the minds of the Amiable Students a defensive stubbornness that in itself becomes an emotional block. For example, it would be fatal to approach contemporary magazine study with the attitude, "*True Confessions*" is one of the cheapest, most tawdry of the pulps." At all costs, the instructor in English for the Amiable must refrain from expressing a too easy contempt for the enthusiasms and aversions of his students. Every effort must be made to meet these students *on their own level*.

At every point English for the Amiable begins with the *student's* present interests in those many fields conceivably related to English in its most general sense. Studies based on such interests will be as flexible as the personnel of each class and the mental elasticity of each instructor will allow. The course can be made to fit both geographical and social locality; it can be adapted to either two or four-year units. It will call forth everything an instructor has in the way of ingenuity, but I believe it will be worth the whistle.

What do the Amiable Students like? Radio, movies, and magazines. Very well; we'll begin with radio, movies, and magazines. In fact, we can spend a whole semester on them. I am assuming that this is a three-hour course. The allocation of time might possibly be something like this: radio, four weeks; movies, four weeks; magazines, ten weeks. With each new field, the line of march would follow this general route: (1) What is popular? (2) Why is it

popular? (3) What conceivably might become popular?

That's a fairly elementary procedure, but, stated less informally, it provides plenty of room for the following: (1) A determination of student appeals; (2) An analysis of prejudices as well as preferences; (3) An explanation of numerous technical tricks used to gain popularity; and (4) An indirect approach to related examples that are probably unfamiliar but that utilize similar appeals, in a different, *possibly* better way.

RADIO FOR THE AMIABLE

Let's take radio first. The outstanding favorites with the Amiable Students are the Hit Parade and Kay Kyser's Musical College in the realm of popular dance music; Jack Benny, Charlie McCarthy, Burns and Allen, and Eddie Cantor in the professional comedian class; the Kraft Music Hall, the M.G.M. Coffee Hour, and Rudy Vallee's program among the general programs; Night Editor, Gang-Busters, Believe It or Not, and Calling All Cars of the "specialty" group. Football "sportcasts" and similar "spot" broadcasts have their intense, if limited, seasonal following. Though news reporters and commentators have an extremely meager number of listeners, the March of Time is surprisingly popular with the Amiable Students who have had the perseverance to chase it around the dial.

The idea of the time devoted to radio study is that each type of program should be broken down into its component elements. We could even affix to this section the title "What Makes It Click?" In turn would come up for discussion such factors as the place of the professional gag-man on comedy programs; timing; the responsibilities of the announcer; the qualities of good continuity; the contributions of guest artists;

musical settings; and a score of other problems which confront a broadcasting studio. Occasional visits to local stations might be of considerable value. Attention would be directed to the differences between "plugs," paid advertising, and news, with emphasis on political propaganda.

MOVIES FOR THE AMIABLE

To the Amiable Student a movie is either "keen" or "rotten;" there is no in-between. Motion picture attendance is practically involuntary with him; he simply goes to "a show." He likes musical revues; light comedies of the naive, obvious type; mysteries; cartoons; and the B pictures in general. His favorite players are Shirley Temple, Ginger Rogers, Nelson Eddy, Fred Astaire, William Powell, Myrna Loy, Fred MacMurray, Robert Taylor. Particular films ranking high with him have been "Test Pilot," "Joy of Living," "San Francisco," "Top Hat," "Lives of a Bengal Lancer," the old Charlie Chan pictures, the Judge Hardy series, "The Thin Man," "Rosalie," "Snow White," and, strangely, both "Lost Horizon" and "The Good Earth." His favorite dislikes of the film world are costume pictures in general, slapstick comedies, and problem plays. The Amiable Student distrusts the sophisticates among the stars: Greta Garbo, Marlene Dietrich, Leslie Howard. He was actively hostile to pictures like "Berkeley Square," "Petrified Forest," "Winterset," "Alice Adams," "Queen Christina," and "Camille,"—and understandably so. Both symbolism and satire are completely out of his ken.

Any resourceful instructor can find ample material among the popular pictures to use as a starting point. Without going into the technical aspects of dramaturgy and cinematography, he can handle the matters of dialogue, direc-

tion, cutting, photography, and scenario-construction in a general way that invariably appeals to even indiscriminating students. As for criticism of acting, the instructor will have to be guided by the personnel of his class in his judgment of what and how much to include. Historical and social background is easy to teach in the case of a picture like "The Life of Zola" which makes its initial appeal through characterization. The whole field of the motion picture is rich in teaching opportunities, provided the instructor never forgets that he must begin with the films that have already been proved "good box office."

THE MAGAZINE FIELD

When we come to magazines, we find a very different situation. Radio and motion picture fare offers less chance for *initial* discrimination than does the magazine field. We are all exposed to very much the same kind of entertainment when we switch on the radio or enter the theatre. Not so when we select magazines. From the outset, the magazine buyer exercises his selective taste. Our Amiable Students choose the "pulp," popular scientific publications, picture magazines, comic magazines, and movie magazines. The situation is depressing, but can be met with the same popularity approach.

First, the pulps: the various types are represented by these titles—*True Confessions*, *Sweetheart Stories*, *Romance and the Ranch*, *Amazing Detective Tales*, *Real Adventure*, and *Weird Stories*. The only way to teach this section is to show how the pulps are the printed evidence of mass production. Hackneyed plots, stereotyped characterization, and sensationalized near-facts become apparent even to the Amiable Student if the technique of the cent-a-word writers is laid before him. For instance, a story based on the destruction of America by ty-

phoid-laden bullets can be torn down by explanation. So can most of the pseudo-crime detection tales. Fortunately, the truth-is-stranger-than-fiction axiom is convenient in a discussion of ballistics or comet ships! Even the romantic pulps fall quite apart under the pressure of their own repetition. One student of mine, a nineteen-year old feminine prototype of the amiable class, said that *True Love Story* was her favorite magazine because she didn't have to think while she read it. "Lots of times when I'm reading I get sort of sleepy and kind of doze off, and it doesn't make any difference if I'm reading *True Love Story*, because the stories all end the same anyway, and I don't miss anything!"

It's not at all difficult to bridge the gap between the pulps and the popular magazines of a better class. It's only a step from the pseudo-science of *Weird Stories* to *Popular Science*, *Popular Mechanics*, and *Aero Digest*; from *True Confessions* to the innocuous romance of the popular women's magazines; from *Amazing Detective Tales* to Dashiell Hammett and Mary Roberts Rinehart. The transitions can be made fairly quickly, too.

Then there are the picture magazines that have "mushroomed" in the past two years. A comparison of *Life* with *Pic* or *Look* or *Click* will serve to clinch the points of difference. After that, if the Amiable Student still picks *Look*, there's not much to do! In nine cases out of ten, though, he won't.

The comic magazines, ranging in type from *Ballyhoo* to the comic strip publications, can be dismissed with only cursory consideration. If the Amiable Student wants his laughter in condensed form, he will doubtless keep on getting it that way. A "sense of humor" is unpredictable and not to be tampered with!

With movie magazines an instructor

can do more. He can point out the difference between news and sensationalism; between press agents' drivel and genuine criticism; between real interviews and "intimate revelations." Students want the "inside dope" on their favorites, and are easily directed toward the better dispensers of publicity.

So much for the things that Amiable Students already like—radio, movies, and magazines. I have suggested that these studies might occupy the first semester of our course. The second semester I should devote to some things that they may not like but that they desperately need, and the approach would be from the angle of future requirements.

NEWSPAPER READING

They will need to be more intelligent readers of newspapers. Now they read—and casually, at that—sports, comics, movie publicity, local news, and syndicated material. They ignore entirely national and international news, critical or "personal" columns, and editorials. Since the newspaper, in spite of radio, will remain for a long time the best disseminator of "news and views," even the Amiable Student must be taught how to read it.

The field of sports gives us the least concern. Sports writers the country over are doing, on the whole, the best job of journalistic writing that we encounter. Students will read according to their enthusiasms, and they can't go far wrong, whether the stories are local or national.

Comics I have already touched upon. It would not be amiss, however, to point out the progress, during recent years, from the Katzenjammer Kids to Gasoline Alley. The general "humanizing" of both comic strips and cartoons is worth some little attention.

What I have said about movie magazines is applicable to the movie sections of newspapers. Further study could emphasize more definitely the field of motion picture criticism, as distinguished from the output of studio publicity departments.

Students are always interested in learning about syndicated material: how it is written, how it is distributed, how its appeal is gauged. They like to know the origin of the beauty hints, the recipes, the advice to the lovelorn, the questions and answers, the contract bridge instruction, even the reducing exercises!

International news is almost a closed book to the Amiable Student, not because it is so remote, but because it is so difficult to understand. A recent book, *Looking Behind the Censorships*, by Eugene Young has a most enlightening chapter on "The Simplicities of the International Game" which might prove exceedingly valuable in teaching these students how to comprehend the more elementary facts of world events. It would certainly be worth trying.

I doubt very much that the Amiable Student will ever be able to read editorials or critical comment, and I'm not at all sure he'll be missing a great deal. A publication like *Time* should suffice very well for the concise information and evaluation that he may need, if, indeed, he ever recognizes that need.

From the daily newspaper and *Time*, we can take another easy step to the *Reader's Digest*, the only publication which I should like to require in this course. To spend time discussing the virtues of the magazine would be silly; I shall simply say that it would be the basic "text" for the second semester's work.

Ideally, two or three weeks should be spent in a *human*, not a literary, study of some contemporary novel, and a

similar time in the field of the short story. I purposely leave this a little vague because whether or not the novel and short story are included at all must finally be decided by how the course "takes." Drama and poetry *might* be given a very casual and very brief block of time with some groups, but, ordinarily, I'd omit them entirely.

TRAINING IN WRITING

Last, there is the item of writing. Precisely what will our Amiable Student ever need to write? Certainly not a description of "Fog over San Francisco Bay," or "The First Avocado I Ever Tasted," or "The Smell of a Lumber Yard." Certainly not an account of "The First Money I Ever Earned," or an explanation of "How to Build a Chicken Coop." He will have to write a few personal letters, a few business letters, and a few papers for some other course while he's still in junior college—and that's all.

In three weeks he could be given the rudiments of business letter writing, and the basic principles of personal letter writing—as many as he'll ever be able to assimilate and as many as he'll ever be called upon to use. In another week he can be taught the elementary methods of "academic" paper writing. And that would be that! He'll know enough to write a letter applying for his unemployment insurance; he'll be able to conduct the limited social correspondence of his life; and he'll be capable of compiling some data from an encyclopedia which will serve fairly adequately as a paper on the life of Luther Burbank!

And after the course, what? We can send our Amiable Student on his way with our blessing and our humble hope that he may be a little more at home in his world, and the assurance that he won't have been bored to death.

Reports and Discussion

MATHEMATICAL MODEL CLUB

In the Chicago area people interested in mathematical models have formed a club that cuts across all academic lines. The members include students from high school, college, and graduate school, instructors in high school and in junior college, and professors in technical institutes and universities. The leaders have been predominantly the instructors in junior college mathematics. William Gorsline of Wright Junior College is serving as president, W. A. Richards of J. Sterling Morton Junior College as vice-president, Miss Ruth Mason of Wright Junior College as secretary-treasurer. The first president, who was active in the founding of the club in January, 1939, was Walter Spencer of Armour Institute of Technology.

In Chicago, the high school teachers form the largest group who are professionally interested in mathematics. Those most learned in mathematics are on the faculties of the universities. The junior college teachers have contacts with both groups, and in this organization are taking the lead in bringing about cooperation between them.

The meetings of the Mathematical Model Club have been held in various schools and on one occasion at a Y. M. C. A. Chemists and salesmen have explained the nature and advantage of plastics, but all other programs have been provided by the members. At an especially notable meeting at J. Sterling Morton Junior College, Mr. Richards showed his student-made models, including those which have been displayed

at the Planetarium. On another occasion, Evanston High School was the host. Well made models of Archimedian and other solids were displayed and discussed. Another time, F. Fischer of Wright Junior College explained his students' models for descriptive geometry. Visual aids in the form of charts, plaques, and lantern slides have been demonstrated. Mr. Spencer has shown just how he has transformed material from a dental laboratory into mathematical models.

Between thirty and forty people gather at the Friday evening meetings, which occur every month or six weeks during the school year. The programs are preceded by a dinner. All who come seem to enjoy the evening's activities and the opportunity of meeting others with kindred interests.

RUTH G. MASON
Secretary

Wright Junior College
Chicago, Illinois

—JCJ—

DEANS OF WOMEN

The Junior College Section of the National Association of Deans of Women held two meetings during the annual conference in St. Louis, February 20-24. About thirty members attended each session.

Speakers at the first meeting, at which Dean Amelia E. Clark of Colby Junior College, New London, New Hampshire, presided, were Dr. C. Gilbert Wrenn, Professor of Education, University of Minnesota, and Dr. John L. Bergstresser of the Department of Education, Uni-

versity of Chicago. Dr. Wrenn, speaking on "Counseling in a College Personnel Program," discussed the steps involved in counseling, the handicaps to effective counseling, and the place of the Dean of Women in the college personnel program. Dr. Bergstresser explained the work of the Cooperative Study in General Education, sponsored by the American Council on Education, sketching for the group the background of the movement, the administrative set-up, the types of problems proposed by the participating colleges, and the methods of attacking these problems.

At the luncheon meeting, which was presided over by the newly elected chairman of the section, Miss Elsbeth Melville, Dean of Westbrook Junior College, Portland, Maine, Byron S. Hollinshead, President of the American Association of Junior Colleges, spoke about the survey of junior colleges which he is making for the General Education Board.

—JCJ—

OKLAHOMA ASSOCIATION

The Oklahoma Junior College Association, a section of the Oklahoma Educational Association, held its annual meeting February 16, at 9:30 o'clock in Oklahoma City. The meeting was called to order by the president, C. J. Hall, President of Murray College. As the secretary, C. C. Dunlap, Wilburton, was unable to be present, Emily B. Smith, Altus, acted as secretary. Oswald Hauschildt, director of music at Capitol Hill Junior College, presented a vocal ensemble.

Two interesting and informative addresses were given at the meeting. Belmont Farley of the National Education Association, Washington, D. C., spoke on "Junior College Publicity." In addition to the usual mediums of publicity used by schools, Dr. Farley stressed the importance and need of using civic

organizations as publicity agencies and community centers of good will. Royce E. Brewster, Specialist in Guidance, U. S. Office of Education, Washington, D. C., read a paper on "Practical Guidance."

Ray C. Porter, Dean of Administration, El Reno Junior College, was elected president of the association for 1940-41. L. F. Battles, Director of Wetumka Junior College, was elected vice-president. Emily B. Smith, Dean of Administration, Altus Junior College, was appointed secretary-treasurer by the president.

The general association adjourned to join the Municipal Junior Colleges at a luncheon held in the Black Hotel. In addition to the general association, the municipal junior colleges of the state have formed a group which meets three times a year to discuss problems of the municipal colleges.

EMILY B. SMITH

Secretary

—JCJ—

OKLAHOMA MUNICIPAL

The municipal junior colleges of the Oklahoma Association of Junior Colleges, held their February meeting in Oklahoma City, February 16. The municipal institutions had a luncheon meeting at the Black Hotel to which the state junior colleges were invited.

A group of violin selections were presented by Myron L. Johnson, instructor in Capitol Hill Junior College, Oklahoma City.

E. E. Brown, Director of Curriculum, State Department of Education, read a paper on "The Possibilities of Junior Colleges as I See Them." At the invitation of the group who heard this paper read, Mr. Brown presented it to the group so that a copy might be sent to every junior college in the state for faculty members to read.

An address which proved to be very inspirational, was made by A. Linschied, President of East Central State Teachers College, Ada. Dr. Linschied spoke on the vocational and cultural advantages of the junior colleges of the state.

Following the program the municipal colleges held their annual business session. Reports were made by the Legislative Committee, the Athletic Committee, and the Resolutions Committee. J. R. Naylor, Dean of Kiowa County Junior College, was elected President of the Association. H. B. Kneisley, Dean of Sapulpa Junior College, was elected Vice-President. The secretary-treasurer is to be appointed by the president. Mr. Kneisley was appointed as official representative at the national Association meeting in Columbia, Missouri.

Following the business meeting, the Athletic Governing Board held a short meeting to complete plans for the State Basketball Tournament to be held at Capitol Hill Junior College, March 1 and 2. The group adjourned to meet again in May, at which time an active legislative program will be discussed.

EMILY B. SMITH

—JCJ—
ILLINOIS ASSOCIATION

The third meeting of the year was called to order by President Conley in the Lincoln Room of the "Y" College, February 12.

The secretary briefly summarized the panel discussion directed by Dean Matthew T. McClure, the report of Leland J. Medsker, and the comments of Dr. Leonard V. Koos at the meeting of the administrative section at Northwestern University on November 18.

Invitations to entertain the next annual student and faculty conference were received from Joliet, Thornton, and Woodrow Wilson. Following discussion, the invitation of Woodrow Wilson Jun-

ior College was accepted for November 16.

It was unanimously agreed that the conference theme be related to the current American Association study of terminal education. So the topic finally selected, vital and interesting, is

terminal { general } education
 { occupational }

The secretary was instructed to inform the faculty sectional chairman of the topic and to ask them to build their programs accordingly.

Several tentative innovations are planned, such as: Exhibits by Woodrow Wilson Junior College of faculty and student work pertinent to the section meetings; adult education, particularly evening classes; trustees and superintendents to be invited to the conference, and urged to attend; student programs to be related, even though indirectly, to conference theme; and emphasis on integration of high school and junior college terminal work.

No definite action was taken regarding the attitude of the Illinois Association toward local and national honor societies. Suggestions were made for further investigation, for consideration of the study being made by the American Association of Junior Colleges, and for the organization of our own Illinois honor societies.

The secretary announced the annual dinner of the North Central Association of Junior Colleges at Chicago Friday, April 5, with Dr. A. J. Brumbaugh of the University of Chicago as speaker.

WALTER B. SPELMAN
Secretary

—JCJ—
WORTHINGTON CONFERENCE

A community guidance conference was held in Worthington, Minnesota, on Tuesday, February 13, sponsored by

the Worthington Community Guidance Council and the Lakefield, Brewster, and Chandler public schools. The Council is composed of members from twelve civic organizations and is headed by Dean Vernon E. Anderson of the Worthington Junior College.

Milton E. Hahn, Coordinator of Vocational Orientation of the General College, served as leader of the conference; assisted by Robert Selover, Counselor and Instructor of Human Development, General College; Lois Kramer, Counselor at Sanford Hall; and Harold Pepinsky, Counselor at the General College—all from the University of Minnesota.

At the first session Mr. Hahn addressed the group on "The Problems of Vocational Choice." The afternoon meetings consisted of two series of group conferences dealing with the four topics: vocational problems of men, vocational problems of women, educational problems, and recreational problems. Chairmen from among business and professional men and women of Worthington, Lakefield, and Brewster presided, assisted by the four counselors as consultants. Individual conferences and an informal dinner meeting for an evaluation of the day's program ended the conference.

Fifty adults, as well as Worthington Junior College students, and seniors from the cooperating high schools and other young people of Worthington attended.

—J—C—J—

REFUGEE TEACHERS

The Friends of Refugee Teachers was formed in June 1938 by a group of American educators. Its purpose is to acquaint educators in this country about some of the finest of the European teachers who are now settling here and are becoming United States citizens, and to

help them to find positions in schools and junior or senior colleges.

The committee has found that the refugee teachers can be divided into two groups. There are some with long and successful European experience in teaching who are able to adapt themselves immediately and with ease to American educational institutions. These are recommended for regular salaried positions. Others, who the organization thinks are not yet ready for full staff membership, are recommended for a year of internship in various schools and colleges. These teachers are glad to give their services in exchange for their maintenance, a small expense fund, and the value of a year of experience in American educational institutions.

There are many candidates now available for various fields of teaching who have been interviewed, and whose professional and personal qualifications have been fully investigated. By writing to the Friends of Refugee Teachers, 178 Coolidge Hill, Cambridge, Mass., full information may be obtained concerning individual teachers, their qualifications, and the ways in which they may be absorbed into an educational community.

—J—C—J—

ST. LOUIS MEETING

At the meeting of the junior college section of the Department of Secondary School Principals of the National Education Association held at St. Louis February 28, the principal address was given by Dr. B. Lamar Johnson, of Stephens College, on "The Importance of Democracy for the Junior Colleges." Participants in the panel discussion were M. S. McLean, University of Minnesota; J. W. Harbeson, Pasadena Junior College; and A. C. Eurich, Stanford University.

NORTHWEST ASSOCIATION

At the meeting of the Northwest Association of Secondary and Higher Schools, to be held April 1 and 2 at Spokane, Washington, President G. H. Vande Bogart, of Northern Montana College, was scheduled to speak on "Standards for Accrediting Junior Colleges," and Dean George A. Odgers, of Multnomah College, on "Looking Forward in the Development of Junior Colleges in the Northwest."

—JCJ—

JUNIOR COLLEGE LIBRARIES

The Junior College Libraries Subsection of the Association of College and Reference Libraries will have one special session at the annual convention of the American Library Association to be held in Cincinnati, May 26 to June 1, 1940. The program has been announced by the chairman, Miss Helen Hutchings, of Centenary Junior College (New Jersey) for May 29 as follows:

"The College Librarian and the Student"; some suggestions toward integration, by Mr. G. Donald Smith, Librarian, Mary Washington College, Fredericksburg, Virginia.

"The Real Task of the Library," by Professor William M. Randall, Professor of Library Science, University of Chicago, Chicago, Illinois.

"Needed Developments in Junior College Libraries," by Dr. Walter C. Eells, Executive Secretary, American Association of Junior Colleges, Washington, D. C.

Junior college librarians, already members of the A.L.A., are urged by both Miss Hutchings and Miss Lois Engleman, Secretary, to send their one dollar fees for membership in the subsection, directly to Dr. J. Periam Danton, Treasurer, A.C.R.L., Temple University Library, Philadelphia, Pennsylvania.

Plans for a cooperative library enterprise which can be carried on in connection with the national study of junior college terminal education are being developed. Junior college librarians in-

terested in so extending the activity and service of the subsection will be particularly welcome. Those willing to cooperate when plans are announced, but unable to attend the Cincinnati meetings, are requested to write to their secretary, in care of the American Association of Junior Colleges, Washington, D. C.

—JCJ—

NYA STUDENT AID

During the current academic year almost 12,000 students in the junior colleges of the country are receiving aid in excess of \$1,500,000 through the NYA student aid program during 1939-40, according to a report recently released by Administrator Aubrey Williams.

For the entire student aid program the number of students helped this year is 19 per cent greater than last year. Junior college students are allowed to earn between \$10 and \$20 per month. The average amount for the current year, as indicated by the figures summarized below, is \$134. This amounts to approximately \$15 per month on a nine months' basis.

The following tabulation summarizes the number of junior college students and the total amount of grants for each state:

Alabama	113	\$ 5,660
Arizona	88	11,880
Arkansas	150	21,465
California	3,321	448,335
Colorado	130	17,550
Connecticut	50	6,570
District of Columbia	12	1,620
Florida	153	20,370
Georgia	440	59,400
Idaho	154	20,790
Illinois	914	123,390
Indiana	42	5,670
Iowa	302	40,770
Kansas	450	60,750
Kentucky	165	22,275
Louisiana	7	945
Maine	44	5,940
Maryland	24	3,240
Massachusetts	70	8,985

Michigan	353	47,655
Minnesota	305	41,175
Mississippi	374	50,490
Missouri	557	75,195
Montana	73	9,855
Nebraska	53	7,155
New Hampshire	4	540
New Jersey	172	23,220
New Mexico	71	9,585
New York	8	1,080
North Carolina	428	57,780
North Dakota	71	9,585
Ohio	18	2,430
Oklahoma	449	60,615
Oregon	37	4,995
Pennsylvania	81	10,935
South Carolina	113	15,255
South Dakota	31	4,185
Tennessee	534	72,090
Texas	885	119,160
Utah	157	20,820
Vermont	39	5,265
Virginia	125	16,875
Washington	105	14,175
West Virginia	60	8,100
Wisconsin	71	9,450
Totals	11,812	1,583,270

—JCJ—

PENNSYLVANIA OPPOSITION

According to information from William P. Tolley, secretary of the Association of College Presidents of Pennsylvania, that Association went on record at their recent meeting in opposition to establishment of junior colleges as a two-year extension of public high schools at the state's expense. The report follows:

Resolved, that it is the consensus of opinion of this Association that a general extension of public high schools upward at state expense through superimposed junior colleges would involve a heavy economic burden without commensurate benefits; second, that if a program of junior colleges were to be undertaken, it should be based on thorough and competent study to the end that the system may be adapted to the particular conditions existing in Pennsylvania; and third, that the establishment and maintenance of local junior colleges from state funds would represent unsound educational administration.

The Association reported that existing tax demands are onerous and exhausting on the economic life of the Commonwealth and that public junior

colleges would be an additional burden. "The belief that junior colleges would absorb youth above high school age and therefore remove them from unemployment is ill-founded. This phase of unemployment is solvable only by adjustments in industry, including a liberalization of provisions for apprenticing youth by organized labor with appropriate amendment of the National Labor Relations Act." It is also pointed out by the Association that Pennsylvania is already abundantly supplied with collegiate institutions well distributed that are providing higher education with little cost to the Commonwealth and that an extensive system of public junior colleges would not only involve a drain on the tax funds, but would destroy many of the existing colleges without educational gain.

It was reported by the Association of Pennsylvania College Presidents that types of junior colleges suitable to the educational, vocational, industrial, and sociological conditions in Pennsylvania, have not been developed in American education and would require years of experimentation and study to evolve. To distribute numerous junior colleges of the ordinary academic type would not only be futile and extravagant but subversive educationally and vocationally.

—JCJ—

PHI BETA KAPPA ELIGIBILITY

Junior college transfers hereafter will be eligible to election to membership in Phi Beta Kappa at Vanderbilt University, according to a recent announcement made by the president of the Vanderbilt chapter, Professor G. R. Mayfield. "For some years," says Professor Mayfield, "we have been studying this matter and finally came to the conclusion that some opportunity should

be offered to bona fide transfer students from junior colleges." He has sent to the *Journal* the following official statement of changes recently incorporated in the by-laws of the local chapter of this oldest and best known of the college honor societies.

Any transfer student who at graduation will have completed at least two years' work in the College of Arts and Science will be eligible for membership in Phi Beta Kappa at the election preceding his graduation providing:

First, that his work at Vanderbilt meets the standards and requirements for membership,

Second, that his record of college work prior to admission to Vanderbilt University is, in the judgment of the Membership Committee, at least the equivalent of that of non-transfer students eligible for membership.

Third, that not more than two per cent of any graduating class shall be elected from among such transfer students.

Fourth, that these conditions of membership may apply to all Vanderbilt graduates since the establishment of the Junior College and the Senior College divisions, 1937-38.

Fifth, that sections in the By-Laws which contravene these rules for transfer students be hereby repealed.

—JCJ—

INSTRUCTORS STILL SLIPPING? *

Editor, the Junior College Journal:

I do not wish to precipitate a debate with Mr. Jepsen, but may I reveal a few misinterpreted points which he deduced from my article and condemned?

Mr. Jepsen writes that "he (meaning myself) admits that perhaps the average student of today is of lower mental caliber than . . . students of yesterday's college classrooms." This is incorrect. I stated the student of today has slipped (because of temptations—driving, dancing, radio, etc.), certainly not that he possesses lower mentality. His mental capacity is just as great as was that of his student predecessors—he simply isn't

using the full quota of his mental ability that he might use.

Mr. Jepsen states that I am urging instructors to use "artificial stimulant . . . and above all, to put on some sort of entertainment to compete with movies, radio, and other interests outside the classroom." What does Mr. Jepsen mean by "artificial stimulant or entertainment"? When I desired teachers to be more informal, to greet students warmly, to converse privately with poorer students rather than with exceptional ones? Or when I urged instructors to provoke student participation—does Mr. Jepsen conclude that I want the instructor to assemble a swing band and the student "participation" be jitterbugging?

Also, where did Mr. Jepsen gain the impression from my article that present day instructors are more formal than their predecessors? My plea was for more informality, but no comparison was ever mentioned. Certainly instructors have improved; they have had to with the tremendous increase of students. That is why the condition is more acute, why the best possible methods must be investigated and utilized in order to do the best possible job of turning out better citizens. The problems of the instructors generations ago, and the problems today are practically strangers, and for this reason, if no other, a comparison between the two is illogical.

However, Mr. Editor, the above is secondary. What really provoked this letter was this: Mr. Jepsen gained the notion (and I fervently hope no one else did) that I wanted the instructors to "do all the work and feed the unwilling mouths before them." Certainly, if the mouths are unwilling, they will not be fed. The crux of my article was to have the instructor *open* the mind of the student toward the class subject, to

* See article by the writer, "Instructors, Are You Slipping?" in the October 1939 issue and reply, "Instructors, Are You Willing?" by Victor L. Jepsen in the February 1940 issue.

have the student become interested in the course, so that he will participate, and through his own volition and desire key his full mental capacity to the subject, thus reaping the greatest benefits. I wanted the instructor to arouse this interest by becoming more informal, by constructing his lectures in such a manner as to stir and arouse student response, and by chatting with the student, in a private, informal conference trying to fit his needs and making him recognize the subject's benefits and its correlation with the student and his future.

Through these methods I am certain that 19 out of the 20 students who do go into an executive's office and fail to get a job will neither be befuddled nor misfit, but will "try again" with better success. Thus Mr. Jepsen's defiant "It cannot happen here" will not hold water.

Very sincerely yours,

MESHON AVAKIAN

Los Angeles City College
Los Angeles, California

—J.C.J.—

"COSTLY JUNIOR COLLEGES"

Widespread publication has been given to news concerning the 26 per cent growth of the junior college movement during the past year. Most of the comment noted has been favorable, but it is interesting to observe an occasional note of open hostility. A good example is the leading editorial in the *Indianapolis Star* for March 1, and repeated in the *Muncie Star* for March 2, entitled "Costly Junior Colleges."

Indiana should feel complimented by the publicity of the American Association of Junior Colleges, which places the state far down in the list of school systems providing that type of education. California heads the propaganda list with 64 junior colleges having 73,669 students enrolled. Hoosierdom reports four such institutions with an enrollment of 674.

If the Californians and others wish to spend huge sums for an educational luxury they have that privilege. Indiana, however, should be thankful it has escaped this costly adjunct. Its money should continue to yield more ample returns in supplying well-rounded high school courses, meeting general needs, so far as possible, but holding aloof from purely collegiate work.

The junior college is an educational fad which has not yet proved its worth. It confers certain advantages, of course, but is opposed chiefly on the major ground of unnecessary expense. The public school systems are not immune to the demand for economy. The modern high school frequently has been criticized because its curriculum is said to include undue emphasis on preparation for college rather than on the welfare of students whose educational careers will end with award of the high school diploma.

Some states may find it expedient to establish junior college courses to compensate for lack of adequate higher educational facilities. That situation does not exist in Indiana, which is well served by state-supported institutions and endowed universities and colleges. The junior college imposes a burden on the taxpayers which, in this state, at least, is not justified by educational need.

The low rating of Indiana in the number of junior colleges is a compliment to the judgment of educational leaders and taxpayers, even though deplorable to the propaganda department of the national organization.

Perhaps it is better to be discussed, even unfavorably, rather than ignored! From comments received from several correspondents in Indiana it is evident that the two *Stars* do not represent unanimous Hoosier sentiment.

—J.C.J.—

EARNING OPPORTUNITIES

The United States Office of Education has recently published a bulletin *College Projects for Aiding Students* (Nov. 9, 1938), which gives reports on the money earning opportunities provided by colleges and devised by students in a larger number of higher educational institutions in all parts of the country. Included are a considerable number of junior colleges. The following extracts are quoted:

Waldorf College (Iowa) has established a small factory to manufacture

door mats. This enterprise employs from 20 to 25 boys, who manage the enterprise and manufacture and sell the mats, earning on an average of about \$12 a month, or sufficient to pay their tuition.

Iberia Junior College (Missouri) has a weaving department in which 12 students, from a student body of 100, are working. Two boys are among the group. Most of the student workers are able to earn all of their tuition and fees for the year. They make rugs, bags, purses, curtains, pillows, coverlets, table mats, luncheon sets, towels, yard materials in wool and cotton, and blankets. The students are encouraged to use their skill in working out new ideas for types of articles to be made, and new designs and colors. The college specializes in filling orders to suit the individual needs of its customers.

The *University of Tennessee Junior College*, which depends upon student labor for the operation of its 250-acre farm, its physical plant, and for dormitory work, encouraged the organization and development of a milk route. The college furnishes the milk from its dairy herd to the students, who make the deliveries.

A new student service at some institutions is the driving of school buses. Two publicly controlled junior colleges in California, the *Compton* and the *Brawley Junior Colleges*, have arrangements with their districts permitting needy students to operate buses. As the junior colleges draw their students largely from their own districts, this type of transportation is used to a considerable extent. The *Compton Junior College* has 12 buses and gives 24 students each semester the job of driving them.

Southern Junior College (Tennessee) carries on a series of enterprises, including a full-fashioned silk hosiery mill, a food factory, furniture factory, broom factory, printing shop, and bookbindery. All of these enterprises are commercial as well as educational and, to avoid conflict with competing outside industries

have been legally incorporated under the name *Collegiate Industries, Inc.* This renders them liable to the usual corporation taxes, although all of the profits derived from the enterprises are appropriated to the maintenance of the educational program of the college. An unusual feature of the industrial program at *Southern Junior College* is the placing of the student workers in certain industries, notably in the hosiery mill, under a three-year contract. The college incurs a loss during the six-months' training required to learn the work in hosiery manufacture. Were this contract not in effect, if the students left during or soon after the period of training the loss would be irretrievable. In order to enforce the contract, the student entering upon the work as a guarantee, is charged \$50, which is returned to him if he stays and makes good. It costs several hundred dollars to learn the work in the mill and the college was driven to the contract plan because of the losses it sustained. With no previous training the students start at 24 cents an hour and continue until they can produce at this rate on a piecework basis. They are then placed on piecework and receive compensation at the commercial wage. On this basis they earn up to 60 or 70 cents an hour. Each industry employs one or more skilled supervisors, but the rest of the work is done by students. Most of the building construction is done by the boys. For some years the college made its own bricks, employing student labor. Other sources of employment are the operation of the 900-acre farm, the cafeteria, laundry, library, offices, dormitories, etc. The college also uses students in temporary contract jobs. The college estimates that 75 per cent of its students are working the major portion of their way through school.

Another community service is performed by a small group of boys of the *Eastern Oklahoma College*, who act as voluntary firemen for the city fire de-

partment, and in exchange are provided with sleeping quarters and are given a stove, table, and other facilities to enable them to prepare their meals.

At the *Eastern New Mexico Junior College*, students in the art division carry on projects in linoleum block printing, printing Christmas cards, and painting and building road signs. Twenty students, earn their way through agricultural projects, which total them \$1,750 a year. Some of these are farm labor projects, where the students are paid on an hourly basis from funds gained through the cultivation of farm crops. Other projects are individual undertakings, and consist in raising baby chicks to supply the broiler and fryer market, and to produce eggs for the local egg market; hog-fattening projects; and dairy projects whereby students bring the cows to school and use the cow as a money-making machine to aid the student in going to college.

Bethune-Cookman College (Florida), has installed a barber shop and has placed a needy student in charge. It has also set up a hair-dressing shop for young women.

Since 1912, *Blackburn College* (Illinois), has operated under a self-help plan initiated by the present president. Blackburn requires all students that come to its campus, with the exception of a few who live in the town of Carlinville, to work $2\frac{1}{2}$ hours a day. By this means all of the work in connection with the community life of the college is performed by the students, who, in addition to this service, are charged only \$225 a year for tuition, room, and board. The college employs no other help, not even in managerial positions, with the one exception of a building superintendent to direct the building program. Student labor is integrated with the educational program. The young women cook and serve all meals in cooperation with the home economics department; the young men work the farm in con-

nection with their study in agriculture. An unusual phase of the Blackburn plan is student management. The students not only do all the work but they manage and direct it as well, and responsibility for the efficient operation of the entire college plant rests upon them. They "plan . . . do the buying, direct all enterprises, and do practically all that is done at the institution except the teaching itself." A student work committee, composed of four students, two boys and two girls, chosen by the college administration, by and with the advice of the work-plan committee of the faculty, acts as officers of the college in managing and supervising the work. The manual labor of every student is graded each day by the department supervisor under whom he is working. Unsatisfactory work is considered sufficient cause for dismissal from the self-help plan. Promptness in reporting for duty is required, and failure to do so subjects the offender to a heavy fine.

The *Textile Industrial Institute* (South Carolina) has a program of work which gives part-time employment to its whole student body. Young men are allowed sufficient work to earn a minimum of \$199 a year; young women may earn as much as \$130 a year. The total cost of attendance at the institute, including room and board, is \$256 a year. The work includes both on-campus and off-campus jobs. On the campus, practically all the work needed to carry on the institution, including construction of pavements, buildings, etc., is performed by students under supervision. Off the campus employment is provided through cooperation with the textile mills and other industrial and commercial organizations in the locality. In these cooperative jobs, two students alternate, each spending two weeks in the work in the industries and two weeks in study. Fifteen cotton mills use at least one or more pairs of students from the Textile Industrial Institute.

The Junior College World

MRS. ROOSEVELT SPEAKS

At the thirty-fifth anniversary of the founding of Bethune-Cookman Junior College, Florida, February 18, Mrs. Franklin D. Roosevelt spoke on "Democracy" at this outstanding Negro institution.

"Democracy," she told an audience estimated at 5,000, "simply means that more and more people can share the good things of life. Democracy doesn't mean having the same religion or color. It means more citizens who can share better things all the time. Every step forward toward giving more people a better existence is a step toward a more perfect democracy."

A GOVERNOR'S JUDGMENT

In his inaugural address to the joint session of the legislature of Mississippi, January 16, Governor Paul B. Johnson stated his considered judgment on the significance of the junior college movement in the state. He said:

After much investigation, I am convinced that the Junior Colleges of this state are playing a most important part in our educational system. Many of our people are unable to attend the schools of higher learning for four years. They can receive, in the junior colleges, the same training at far less expense for two years than they can in the schools of higher learning. When they have finished the two year course in the junior colleges, they can finish their training at a school of higher learning. In my opinion, it would be well for the Legislature to give serious thought to this subject.

FROM NEW HAMPSHIRE

New Hampshire's prestige as an educational center is maintained not only along traditional lines, but also in establishing new educational facilities. Junior

colleges are the cases in point. New Hampshire has three such institutions, two for girls, Colby and Stoneleigh, and one for boys, Tilton. It is not news to be reminded that New Hampshire is playing its part in furnishing this essential service, at the same time providing those other facilities that place the state high in the field of education. But certainly the fact is gratifying.—From an editorial in the *Manchester Union*.

ILLINOIS REPORTS

Two mimeographed bulletins, totaling 64 pages, have been issued by the Illinois Association of Junior Colleges summarizing the reports and discussions in the different sections of the Association at the meeting at Northwestern University November 18, 1939. One bulletin is devoted to the programs of the student sections, the other to the faculty sections. The general theme for both groups was "Methods and Techniques of the Junior College."

WASHINGTON LEGISLATION

A committee has been appointed to work on junior college legislation for the state of Washington. The members are President G. H. Schlauch of Spokane Junior College, Dean L. D. Cannell of Clark Junior College, and E. B. Glanville of Centralia Junior College. The committee planned to meet in Spokane the first week in April.

ANY OLDER TRUSTEE?

General J. F. Howell, 94-year-old commander of the United Confederate Veterans, was elected president of the

board of trustees of Virginia Intermont College at the semi-annual meeting of the board recently.

General Howell, who is still active in business and prominent in community life in spite of his advanced age, was president of the college thirty-nine years ago, serving one year, 1901-1902.

One of the oldest members in terms of service, he was unanimously elected president to succeed Horace G. Bamm, who died recently.

H. G. Noffsinger, Jr., business manager of the college, reported that the financial condition of the institution was in excellent condition; that there was no debt, and that the endowment fund had increased to nearly a quarter million dollars.

Improvements reported included Senior Hall, new completely furnished fire-proof dormitory to accommodate forty students and two college families at a cost of approximately \$50,000; new tea house, "Steamship Intermont," constructed on the plan of a steamship on the first floor of the conservatory of music building; new floors in conservatory of music, and entire plant repainted, papered and put in good condition, at expenditure of several thousand dollars.

MESA COLLEGE BUILDING

The new \$300,000 home of Mesa Junior College, Colorado, was completed March 7 and signalized by a special issue of the Mesa College *Criterion* published the same day. Open house for citizens was planned for March 16 and formal dedication ceremonies for April 5. A special program and dedication booklet will commemorate the event.

ALABAMA'S NEEDS

Frequently in recent months we have discussed with various groups and individuals the possibility of a junior col-

lege for Selma as a part of our public school system. The idea has been most cordially received with hardly an exception. We feel that the time has come when Selma as a community should consider this question.—From a three column discussion of the question "Does Selma Want a Junior College?" in the Selma (Alabama) *Times-Journal*.

FIFTY YEARS OF SERVICE

To honor Miss Fannie Booth who has served as a member of the staff of William Woods College, Missouri, for fifty years, the student body and members of the college staff gathered in the college dining room, Thursday evening, February 8, in celebration of her birthday. Miss Booth joined the faculty of William Woods the day that it opened in 1890. In the fifty years of her life that she has given to the college she has served as principal; dean of the faculty; dean of women; teacher of science, history, government, ethics, and psychology; librarian; and for the past nine years as the alumnae hostess.

CHRISTIAN TRIP

The annual spring educational trip for girls of Christian College, Missouri, took the form this year of a cruise to Havana, Cuba, with side stops in various Florida cities. It took place during spring vacation.

PHI RHO PI GROWTH

Phi Rho Pi, national honorary junior college forensic society, reports the installation this year of ten new chapters with four more in prospect before the close of the year. Most recent installations were at Albion Normal School, Idaho; Southern Branch of the University of Idaho; and Northwestern Junior College, Iowa. Chapters are now found in eighty institutions.

NEW SANTA MONICA SITE

A new 16-acre site has been selected by the board of education of Santa Monica Junior College, California, necessitated by the constant growth of the institution. Three possible new sites were considered, the decision finally being unanimously in favor of one on Pearl Street.

PUBLICITY CHAIRMAN

Margaret B. Hecker, Westbrook Junior College, Maine, was recently elected chairman of the New England District of the American College Publicity Association composed of more than 100 members from New England institutions.

MARRIAGE AND THE FAMILY

At the sixth annual conference on conservation of marriage and the family, to be held at the University of North Carolina April 9-12, under the direction of Professor E. R. Groves, a report on "Instruction in Preparation for Marriage in the Junior College" will be given by Miss Aline Ward of Fairmont Junior College, Washington, D. C.

WILLIAM WOODS HONOR

For the third consecutive year a student at William Woods College in Fulton, Missouri, has been placed among the winners in the intercollegiate playwriting contest sponsored each year by the Southeast Missouri Teachers College at Cape Girardeau and open to contestants in 35 states. Miss Betty Mullins of Greencastle, Indiana, won the second place award this year with her play "Charred Earth." It will be produced at the annual folk play festival to be held in Cape Girardeau this spring. First place was won by Norman Felton of the University of Iowa. William Woods was the only junior college to submit a winning entry.

G-MEN COURSE

At Santa Rosa Junior College, California, a Federal Bureau of Investigation course is being given every Friday night for all those who have any connection with the law. It includes police, traffic officers, undertakers, judges, and justices of the peace in five California counties.

The class is for the purpose of educating the officers in regard to what the Federal Bureau of Investigation can do to help them. The course is in charge of M. J. L. Pieper, head of the FBI in San Francisco.

ORLANDO'S NEEDS

Many high school students would be able to attend college if there were some sort of junior college in Orlando. This was one of the most outstanding facts revealed in a survey of the junior class recently at Orlando high school. Of the 411 juniors enrolled in the high school this year, 135 are definitely planning to enter college after graduating, while of the remainder a small per cent will enter specialized training schools. Many more would like to attend college but are unable to leave home. A junior college in Orlando such as St. Petersburg and West Palm Beach possess would solve this problem.—Orlando (Florida) *Star*.

WALDORF SURVEY PLANS

Following up a self-survey of Waldorf College, Iowa, conducted by the faculty during the past year, Dean C. W. Kreger of Miami University, Oxford, Ohio, and Dr. M. G. Neale of the University of Minnesota, have been invited to make a survey of all phases of the institution and to make suitable recommendations for institutional improvement and advance.

ST. MARY'S COMMEMORATION

In commemoration of the 100th anniversary of its founding, trustees, faculty, and students of St. Mary's Female Seminary, Maryland, held open house March 21. An appropriate program was presented and tea served. Extensive preparations are under way for the three-day Centenary Commencement which will include an elaborate historical pageant.

OUTSTANDING CITIZEN

The Junior Chamber of Commerce of Boise, Idaho, has conferred its award for the most outstanding citizen of 1939 upon President Eugene B. Chaffee, of Boise Junior College. President Chaffee was instrumental in securing the passage of the recent Idaho law authorizing public junior colleges, and for the organization of the Boise Junior College under this act.

ADVISORY SERVICE

Miss Grace Bok is organizing a central junior college counseling service for a selected group of private junior colleges for young women. The new service, with headquarters at Chicago, plans to give counsel and interpretation concerning junior colleges to parents and to prospective students. The whole aim is to further the cause of the private junior college in a dignified and professional manner. Miss Bok may be reached at the Park Dearborn hotel, Chicago.

UTAH'S NEEDS

The state educational survey committee of Utah is being urged to recommend the establishment of a junior college in the Uintah basin. A delegation, headed by Mayor G. H. Harrison of Roosevelt, stated that in Uintah and Duchesne counties there are 357 potential college students now unable to attend school and an additional 200 in college who

could not be there except for NYA assistance. It was claimed that a junior college in this isolated community would have an enrollment of at least 300.

NEW LONDON'S COURSES

According to a recently illustrated article in the *New London Evening Day*, the newly organized New London Junior College is placing emphasis upon its terminal curricula. The students are preparing for such varied occupations as interior decorator, draftsman, journalist, secretary, commercial artist, actor-producer, advertising copy-writer, merchandise manager, test engineer, salesman, and designer.

TO PROMOTE RESEARCH

Kappa Zeta, a new society, has joined the brotherhood of honor fraternities on the campus of Pasadena Junior College, California. It is designed for the recognition of superior students in scientific research. A faculty council has taken the reins and efforts are being made to establish the Kappa Zeta nationally. Unlike the usual honorary society, that favors students who have already rendered distinguished service in one form or another, the Kappa Zeta is primarily interested in those who show potential merit in scientific or educational fields. By submitting an original outlined plan of research for an accepted problem the candidate may be taken in as a pledge, to continue his investigation as an active member, until completely solved.

SPECIAL READING ROOM

One feature that Ward-Belmont is again offering the students is the use of the library reading room. Neither social gatherings nor study is encouraged. Ink and implements of study are taboo. This is one place where class-

work is forgotten. The room itself would be a credit to any home. Furnished in wine and green, it is filled with comfortable easy chairs, thick carpeting, and well-placed lamps. Five current magazines will be kept in the room (American, Good Housekeeping, Reader's Digest, Life, and Vogue), as well as fiction, biography, poetry, drama, travel, humor, and best-selling books. Each book is inscribed with a book plate showing its presentation from the class of 1933.—Ward-Belmont *Hyphen*.

CARLSBAD AND WAY POINTS

Dancing at the New Mexico Military Institute at Roswell, exploration of the ruins of the old Indian pueblos, shopping in Old Mexico, descent into the mighty caverns of Carlsbad are only a few of the highlights of the trip enjoyed by Colorado Woman's College girls during their spring vacation. Traveling in their new 28-passenger bus, the girls left the school on Friday, March 22, returning a week later.

FOUNDERS' DAY

On its twenty-eighth birthday Anderson College, South Carolina, paid tribute to its founders and commemorated a year of progress in special exercises in which students, faculty, alumnae, and citizens participated. The principal address was given by Dr. C. Sylvester Green, president of Coker College.

PHI THETA KAPPA

Twenty-three students of Hardin Junior College became charter members of the new chapter of Phi Theta Kappa recently installed on the campus of this Texas institution.

CHICAGO ENROLLMENT

A recent report from Chicago shows an enrollment of 10,800 students in the

three day and three evening junior colleges of the city. This is the largest enrollment of junior college students in any city of the United States.

STEPHENS TOUR

A group of 498 girls from Stephens College, Missouri, left Columbia by special train March 21 for their annual spring tour. The principal objective of the ten-day tour this year was Mexico City. Six days were spent in the capital city and in side trips to points of interest. Attendance at Easter mass, a bull fight in honor of the Virgin Mary, exploration of archaeological remains, and a tea at the American embassy were high lights of their varied program of activities.

MARS HILL CHARTER DAY

For the observance of Charter Day at Mars Hill College, North Carolina, the principal address was given by M. A. James, prominent attorney of Asheville, on "A Triumphant March."

CONSUMER EDUCATION GRANT

The Institute for Consumer Education, Stephens College, Missouri, is the recipient of a grant of \$50,000 from the Alfred P. Sloan Foundation. This is an increase of 25 per cent over the grant made by the foundation to the institute last year.

NEW CALIFORNIA COLLEGE

Plans are being discussed for a junior college for Contra Costa County, California. It is stated that June 1941 is the first feasible date upon which an election can be held to vote on the matter.

GEORGIA'S NEEDS

Some Georgia schools are talking now of adding junior college years to their school systems. The effect of making a

free junior college course available to every high school graduate can hardly be estimated. One of the first results would be to withdraw from idleness those boys who have finished high school but are not able to go on to college and cannot find jobs. Can you imagine all Georgia farms operated by farmers who have had at least a junior college education and specialized in agriculture and every farm wife with a parallel education? That would be the results of such a program in Georgia. And we believe it would be worth the cost. Farming today is much too complicated and scientific to be handled by men and women with only an elementary education.—Extracts from an editorial in Tipton (Georgia) *Gazette*.

CHAFFEY BUILDINGS

A \$64,000 storage building was started in March at Chaffey Junior College, California, the WPA contributing \$44,000. During the last four years nearly \$500,000 in new buildings have been constructed at Chaffey of which the Federal government has contributed \$300,000.

NORTH BRADDOCK OPENS

The WPA North Braddock Junior College, near Pittsburgh, opened its second semester with an enrollment of 389 students.

FRIENDSHIP PROJECT

One of the outstanding activities of the alumnae chapters of Sigma Iota Chi, national junior college sorority, is the "National Friendship project," which is described as follows in the January issue of the organization's publication, *The Parchment*:

I am the sole support of my mother and small son Tommy, age three years. We live in a two room house one and a quarter miles from the college, which I attend in the morn-

ings. I clerk in a department store in the afternoons for which I receive twenty-five dollars per month. Our rent is ten dollars per month so that leaves fifteen dollars for the three of us to live on! Out of that comes our groceries, clothing, and twelve dollars a semester fees. So you see what the wonderful help of the Sigma Iota Chi sorority has meant to me! Besides the warm clothing and toys for Tommy several chapters sent money which enabled me to buy medicine for Tommy's chest cold and groceries for Thanksgiving and Christmas. Because our last \$10 had gone for rent we were completely out of groceries when the first money came. I was so in need and so happy upon receiving your gifts that before I left Mrs. Mallory's office tears were streaming down my cheeks. Have any of you ever been that happy? I also want you to know that not since my father's death in 1931 have we had such a perfect Christmas.

LOS ANGELES ENROLLMENT

Latest information from Los Angeles City College shows an enrollment for the second semester of 6,587 students. This is a new record for the college.

SUMMER SCHOOLS

An ambitious extension and summer-school program under the aegis of Eastern New Mexico College has been announced by President Donald W. MacKay. Possible summer schools are planned at Portales, Lincoln, and Taos, and fall and winter extension field work at Tucumcari and Roswell. The Taos summer school will be in art, under the direction of President MacKay and in association with an internationally famous Taos artist. Dr. Alfred Crofts of the college faculty in social sciences will be in charge of the Lincoln school, which will deal with archaeology and Southwestern history. Dean Floyd Golden will have charge of the general school at the college at Portales.

SELECTION OF FICTION

A friend of Lees-McRae College, North Carolina, recently wrote as follows to the librarian of the institution:

My mother thought it would be nice for the young people at Lees-McRae to have some

books of late fiction to read. Please check the enclosed list and select twelve that would appeal to your students.

The list was posted so that each student would indicate his choice, and the twelve finally selected include Babson's "All the Tomorrows," Douglas' "Disputed Passage," Page's "Tree of Liberty," Field's "All This and Heaven Too." They have been put on a "one-week loan" and are being read with delight, according to a report from the librarian.

INDIAN MURAL FOR MUSEUM

At Santa Rosa Junior College, California, an Indian mural, 4 by 14 feet in size, has just been completed and placed above the Indian exhibit in the new Museum. Collections of scores of arrows from Arizona, Colorado, and New Mexico are also nearing completion. Indian pottery and costumes are being made ready for the opening of the museum. A coal exhibit from Bruckner, Illinois, showing a tree trunk and limbs compressed into coal is another feature. Near the coal exhibit is one consisting of petrified wood in its various formations. A special display of minerals from natural parks is also under construction. The staff of eleven workers are ready to open the museum on the specified opening date of May 1.

MINNESOTA WORKSHOP

The University of Minnesota, through the College of Education, announces a Workshop in Higher Education for the first term of the 1940 Summer Session, June 15 to July 26. The purpose of the project is to enable mature persons to work intensively, under laboratory conditions, on problems of particular concern to them and to their institutions. The workshop is open, not only to administrative officers and personnel workers, but also to members of instructional

staffs who are working on problems in the fields of curriculum, instruction, counseling, teacher education, and institutional research.

The University of Minnesota possesses unusual facilities for the study of higher education. Of particular value to workshop members will be the resources and facilities of the General College, the University Testing Bureau, the Center for Continuation Study, the centralized Visual Education Service, the Health Service, and the University Committee on Educational Research.

The workshop will guide study of problems in the following four major areas: (1) curriculum and instruction, (2) student personnel services, (3) teacher education, and (4) planning of research. Activities will include consultation with individual staff members, participation in informal seminars, enrolment in a general course on problems in higher education, and observation and investigation of the University's own services.

The central staff of the workshop includes Dr. Earl J. McGrath, specialist in higher education for the American Council on Education; Dr. J. J. Oppenheimer, dean of the College of Liberal Arts, University of Louisville; and the following University of Minnesota staff members: Dr. Wesley E. Polk, Dr. Malcolm S. MacLean, Dr. W. S. Carlson, Dr. C. Gilbert Wrenn, and Dr. T. Raymond McConnell. Dr. McConnell and Dr. Wrenn will serve as coordinators.

NORTHWESTERN SCHOLARSHIPS

Northwestern University School of Commerce is again offering full and part tuition scholarships in the School of Commerce for 1940-1941. These are available for competition by junior college graduates. The School of Commerce offers junior college graduates

an opportunity to complete a two-year course designed especially to follow the first two years of college work. Building upon the general and cultural training obtained in the junior college, this upper class program is worked out to coordinate the student's program for the entire four-year period.

Applicants selected for these scholarships will be those who, in the judgment of the committee, have the greatest promise for success in business. Candidates will therefore be selected on the basis of character, scholarship, competency, and health.

All applications must be filed with Homer B. Vanderblue, Dean, before June 15, 1940.

SUMMER COOPERATION

Menlo Junior College, Stephens College, and Colorado State College of Education will cooperate in the conduct of a General College on the campus of Colorado State College of Education during the Summer School sessions of 1940. Neither Menlo nor Stephens will conduct summer sessions this year. Dr. Lowry S. Howard, president of Menlo, and Dr. Merle Prunty, director of personnel at Stephens, will direct this new General College at Greeley. The work offered will include that for college freshmen and sophomores, and high school seniors. Credit may be taken in any one of the cooperating schools.

CHANGE OF NAME

President Joseph Farrar of the recently organized Lake Charles Junior College, Louisiana, has recommended that the name of the institution be changed to the John McNeese Junior College in honor of the first superintendent of education in old Imperial Calcasieu parish, who has been called the founder of public education in southwest Louisiana.

WALDORF FOLLOW-UP

Waldorf College, Iowa, is endeavoring to secure significant information from graduates who completed the teacher training course during the past three years. Among the questions being asked are the following:

1. How many years have you taught?
2. Have you had any additional training since leaving Waldorf? How much?
3. Do you plan to remain in the teaching profession?
4. What kind of position (in the field of teaching) do you believe is or will be most satisfactory for you?
5. Have you found the profession pretty much the same in actual experience as pictured to you while you were a student at Waldorf? If not, why?
6. Of the following courses, which did you find most helpful, least helpful, and why: methods, management, psychology, literature, government, history, student teaching, others?
7. If you were to return and enroll in these same courses, what do you believe should be stressed in each? (Give a general inclusive statement.)
8. Did you get your position through the college placement bureau? If not, how?
9. In your estimation, what can be done to improve the placement bureau?
10. Why did you choose to enter the teaching profession? Did any one person or persons influence you to enter?
11. Do you believe that teachers salaries are high enough? If not, what would you recommend?
12. What are some of the social restrictions you feel are present in the community in which you teach?
13. What is your biggest classroom problem? Why?
14. Who gives you most assistance in your present position (such as superintendent, school board, etc.)?
15. If you were to choose again would you teach? Why?

BUSINESS EDUCATION

"Business Education for What?" will be the general theme of the 1940 Conference on Business Education of the School of Business of the University of Chicago, to be held June 27 and 28. The 1940 conference will deal with critical and conflicting issues which confront all classroom teachers in the field of

business and economics. Three of the sessions will be devoted to problems of bias, emotion, and prejudice in business education; the consumer approach to business education, and the problem of the individual's adjustment, not only to the business world, but to life as a whole.

WORKING THEIR WAY

Approximately 75 per cent of the students are engaged in jobs ranging from farm work to messenger boy while carrying a full course of studies at Worthington Junior College, Minnesota. This percentage and other information was compiled from 110 questionnaires answered by the college students.

Other types of work done by the students include doing housework, delivering for a bakery, serving as an attendant in an oil station, clerking, waiting tables, running a bottle machine, acting as greenhouse flunky, caring for children, delivering milk, working at the hatchery, in a grain elevator, in offices, and hotels, driving students to school, taking census for the Gallup poll, and serving as national guard. Library and laboratory assistants, shop workers, news reporters and typists are among the 28 students receiving N. Y. A. assistance. Some also receive aid for designing and painting, and for constructing and painting stage scenery.

Unusual jobs held by students during summers included acting as life guard, working in national guard camps, gathering information for Gallup polls, and working in a chemical laboratory.

NEW DOCTRINE—OR OLD?

"It is a great fault in our system of education that young ladies are taken out of school so early. The fact that multitudes are through with their school life by the time they are sixteen years of age, almost necessarily involves a forcing process in their education which

impairs both body and mind. Let those students be left in good schools until they are twenty years of age, and there would be more to hope for in the future."

The above statement is taken, not from any recent treatise on education, but from the catalog of Lasell Junior College, Massachusetts, for 1863-64. Thus seventy-five years ago this good junior college doctrine began to be preached in New England!

EXCHANGE ADVISEES

In an effort to secure the maximum return on its student guidance program, the DuBois Undergraduate Center of The Pennsylvania State College is experimenting with an exchange of advisees at the close of the first semester. Through the exchange it is hoped that students will receive the benefit of different teacher personalities and backgrounds and profit still further from the contact of personalized student-instructor relationships.

The departure from customary counselling procedure has been suggested by both faculty members and students. During the first semester, students have been attracted to particular instructors from whom they appear to derive stimulation and inspiration. Similarly, many instructors have felt that they could do better counselling with the students for whom they had developed more than usual interest.

—JCJ—

There seems to be good reason to expect that before 1980 our high schools will grow by one or one and a half million more pupils; that our junior colleges will enroll four times as many students as at present; and that our colleges and universities will double their enrollment — R. N. HUGHES, "Higher Education in 1980," in *Journal of Higher Education*.

From the Secretary's Desk

NEXT ANNUAL MEETING

The next annual meeting of the Association will be held in Southern California in January 1941, while the 1942 meeting will be held at Chicago the last of February or first of March. This is the decision made by the Executive Committee following the Columbia meeting, subject to possible unforeseen circumstances that may make some change advisable. For some time there has been a growing sentiment in the Association in favor of an occasional meeting in connection with the annual convention of the Association of American Colleges—also a feeling that an occasional meeting should be held in California. Only one such meeting has ever been held—that at Berkeley in 1930. It happens that the Association of American Colleges has selected Pasadena as its next meeting place, January 9-10, 1941. The Association accordingly can accomplish both objectives stated above by going to Southern California in 1941. The probable date is January 9-11; the place, either Pasadena or Los Angeles, depending upon hotel facilities and other local conditions yet to be determined.

HIGHLIGHTS OF 1940 MEETING

Held at Columbia, Missouri, home of Stephens and Christian Colleges.

Registration of 555 representing 185 junior colleges in 37 states—by far the largest ever held.

Outstanding addresses by Frederick A. Middlebush, James M. Wood, Donald Bate, Leonard V. Koos, Maude Adams, Josephine Dillon, and George F. Zook.

Discussion of national sororities, pro

and con, in which both sides of the controversy expressed full satisfaction.

Symposium, "Why I Am Attending a Junior College" by students of thirteen Missouri junior colleges.

Unique dramatic and musical program Thursday evening demonstrating the work of Missouri junior colleges.

Presence at twentieth birthday banquet of eight of the 34 "patriarchs" who helped organize the Association in 1920, at St. Louis.

Significant reports of progress in the new study of junior college terminal education.

Full report of addresses, discussions, committee reports, and proceedings next month in May issue which will run close to 200 pages. Extra copies available at 75 cents each.

SPECIAL REPRINTS

Arrangements have been made for special reprints or preprints of reports of three of the outstanding features of the Columbia meeting.

The principal part of Dr. Zook's forward looking address, entitled "The Next Twenty Years in the Junior College Movement," has been printed on a special 12-page brochure, size 4x9, and distributed to a special mailing list in addition to being sent to all junior colleges. Additional copies in quantities for local distribution can be furnished at 5 cents each or \$3.00 per hundred.

Before the Saturday session was over several administrators asked to have made available reprints of the discussion by the 13 Missouri junior college students, "Why I Am Attending a Junior

College." One president said he wanted 3,000 for distribution to high school seniors. They have been issued, with an appropriate explanatory note, in a 12-page pamphlet with same page size as the *Journal* and can be furnished as long as the supply lasts at \$3.50 per 100, or \$30 per 1,000.

Arrangements are also being made to reprint the two papers and four accompanying discussions on "Junior College Sororities—Pro and Con" in a single pamphlet. Announcement regarding prices will be made later.

"AMERICAN JUNIOR COLLEGES"

The new reference volume *American Junior Colleges* is now in press. It is anticipated that it will be ready for delivery in May. It will be published as a companion volume to the fourth edition of *American Universities and Colleges*. The former volume will contain some 700 pages, the latter 1100. One copy of *American Junior Colleges* to be published at \$3.50 will be sent without charge to each active member of the Association. Through special arrangements with the American Council on Education, of which the Association is a constituent member, one copy of *American Universities and Colleges*, to be published at \$4.00 will be furnished to active members of the Association, if ordered in advance of publication, at half price. Thus Association members will be able to secure both of these significant reference books for \$2.00 instead of \$7.50. Further notice concerning this arrangement and a special order blank will be sent all active members of the Association in the near future.

EXCHANGE OF INSTRUCTORS

Are you interested in a temporary exchange of position next year along the lines suggested by the two letters on

"Exchange of Instructors" published in the December issue (p. 219) and the February issue (page 341) of the *Journal*? The Executive Committee discussed this matter at its recent meeting in Columbia and voted to ask the Executive Secretary to aid in effecting such exchanges if possible. If you are interested send name, present position, teaching field or fields, other interests and activities, salary, section of country preferred, type of junior college preferred, and other pertinent information to the Washington office as soon as possible.

WESTMINSTER INAUGURATION

Robert D. Steele was formally inaugurated as president of Westminster College, Utah, in special exercises held at Salt Lake City February 19. By special request, President H. A. Dixon of Weber College represented the American Association of Junior Colleges at the inauguration. In reporting upon the inauguration, President Dixon writes: "The entire services were inspiring, especially the charge of the retiring president, Dr. Rehard, to Dr. Steele, the incoming president, since Dr. Steele happens to be Dr. Rehard's son-in-law." Addresses were given on "Christian Education and Democracy" by H. N. Morse of the Board of Missions of the Presbyterian Church, U. S. A.; on "The Church Related College and the State Institutions of Higher Learning," by President George Thomas of the University of Utah; and on "The Church Related College and the Churches," by Dr. J. Q. Miller, field representative of the Federal Council of Churches.

SUMMER SCHOOL COURSES

The *Journal* has received notice of the following courses on "The Junior College" which will be offered during the

summer of 1940 in college and university summer schools:

University of California at Berkeley. By Merton E. Hill, Professor of Education.

University of California at Los Angeles. July 1-August 9. By Dwight C. Baker, President, Modesto Junior College, California.

University of Southern California. June 17-August 8. By Nicholas Ricciardi, President, San Bernardino Valley Junior College, California.

University of Colorado. June 17-July 19. By Walter C. Eells, Executive Secretary, American Association of Junior Colleges, Washington, D. C.

University of Notre Dame. By Walter L. Wilkins, psychologist, Shorewood Public Schools, Milwaukee, Wisconsin.

Oklahoma A. and M. College. By McKee Fiske, Professor of Education.

University of Texas. June 4-July 15. By Thomas E. Benner, Dean of College of Education, University of Illinois.

Presumably such courses will also be given as in past summers at University of Chicago (Koos), University of Missouri (Carpenter), New York University (Creager), and Stanford University (Eurich) but no notices concerning them have been received.

SECRETARY'S FIELD WORK

During the last week in March the Executive Secretary visited a group of junior colleges in Mississippi and spoke on "The Junior Colleges—Supplement or Substitute" at the annual meeting of the Association of Mississippi Colleges at Biloxi. March 25 he visited Meridian and East Central Junior Colleges; March 26 Hinds, Copiah-Lincoln, and Southwest Mississippi Junior Colleges; March 27 Pearl River and Harrison-Stone-Jackson Junior Colleges; March 28 Association of Mississippi Colleges and Gulf Park Junior College.

TWENTY-SIX PER CENT!

Following the presentation of the executive secretary's annual report at the Columbia meeting, his attention was called to an interesting coincidence in that he had reported for the past year a 26 per cent increase in enrollment of junior colleges, a 26 per cent increase in number of pages in the *Journal*, and a 26 per cent increase in the number of subscribers for the *Journal*. May this 26 per cent trilogy continue another year!

COLUMBIA, 1940

A few comments received at the Washington office on the Columbia meeting:

The twentieth anniversary convention will be long remembered as one of the highlights. The next decade is going to be a significant one, particularly in junior college terminal education.—CALIFORNIA.

I enjoyed the convention thoroughly and felt that it was one of the best we had. I am sorry Columbia didn't prove large enough in its facilities for a convention of this unusual size but the emergencies were met splendidly I thought.—MISSOURI.

I had never attended our convention before. I was really amazed and delighted at the size and importance of the whole affair. Now I feel sure that I shall go every year.—ILLINOIS.

Eight of our faculty attended the national meeting at Columbia and we feel that we derived a great deal of benefit from it.—KANSAS.

Please send us a sample copy of the *Junior College Journal*, and all necessary information concerning membership in the Association. Members of our faculty attended the recent national meeting at Columbia and found it very valuable.—MISSOURI.

—JCJ—

CORRECTIONS

The 1940 Directory erroneously reports Weber College, Utah, as under Presbyterian auspices. It should have been reported as state controlled, and Westminster College, Salt Lake City, as Presbyterian.

Judging the New Books

CLYDE C. COLVERT, *The Public Junior College Curriculum: An Analysis*. Louisiana State University Press, Baton Rouge, Louisiana, 1939. 177 pages.

Several years have passed since any comprehensive analysis of the public junior college curriculum has been made. The need for recent data and conclusions in this important field are met, in part, by this doctoral dissertation at Peabody College written by the dean of Northeast Junior College who last month was elected president of the American Association of Junior Colleges. It was worked out under the supervision of Dr. Doak S. Campbell, whose own doctoral dissertation ten years ago was in a closely related field. The present study is based upon a detailed analysis of the offerings of 195 public institutions. The objects of the study were to obtain a comprehensive view of present conditions, to discover trends in curriculum changes, and to suggest desirable lines of development. Three general groupings of academic and two of non-academic fields were used. Median offerings in semester hours varied from 126 hours in small institutions (0-99 students) to 725 hours in large institutions (over 1,000 students). In academic courses the variation was from 107 to 364 hours; in non-academic courses from 14 to 319 hours. Detailed data are given for 33 subdivisions of the academic field and 23 of the non-academic field. Comparisons with Koos' 1921 study show an increase in average offerings from 225

hours to 310 hours. In the academic field the increase is from 175 hours to 199 hours; in the non-academic field from 80 hours to 110 hours. In conclusion the author recommends more terminal and semi-professional courses, more courses in general education, a more extended adult education program, and a more effective guidance program.

HARVIE BRANSCOMB, *Teaching with Books: A Study of College Libraries*. American Library Association, Chicago, 1940. 240 pages.

Both junior college administrators and librarians will find this volume very stimulating if they are interested in seeing their libraries actually function effectively in the instructional programs of their institutions. It is the report of a year's investigation of the relation of instruction and libraries in a representative group of American colleges, carried on under the auspices of the Association of American Colleges. Some 60 college and university libraries were visited in all parts of the country. The task of the author was a study of the college library from the standpoint of its educational effectiveness rather than its administrative efficiency. The report is non-technical in form and contains a minimum of statistical matter.

H. G. SHIELDS and W. HARMON WILSON, *Consumer Economic Problems*. South-Western Publishing Co., Cincinnati, 1940. 767 pages.

Junior colleges are becoming consumer-education conscious. The Amer-

ican Association of Junior Colleges at its recent meeting in Columbia voted to appoint a special commission on consumer education. Junior colleges interested now in giving such a course will do well to examine this new volume in the field. All available courses of study in consumer education were studied to determine the most desirable content of the volume. The text is divided into 14-distinct units and 32 chapters. The principles of economics are introduced only when they can help the student to interpret his consumer-business relations. Each principle is presented in a concrete manner as it is related to the problems of the individual. Such recent topics as social security, the cooperative movement, and detecting and analyzing propaganda are included. Numerous questions, problems, and suggestions for special projects are given. In addition a workbook of projects, a set of six achievement tests, and a teacher's manual are available.

HERBERT KLEIN (Editor), *Propaganda! —the War for Men's Minds*. Los Angeles City College Press, Los Angeles, 1939. 103 pages.

This book consists of a series of chapters by nine authors constituting a significant survey from varied points of view of forces that are shaping attitudes and actions today. Authors are five members of the Los Angeles faculty and Thomas Mann, Harwood L. Childs, Mark F. Ethridge, and William Allen White. The faculty contributions were first presented as a series of public lectures. A careful study of this stimulating little volume by faculty or students of junior colleges should contribute powerfully to the training of critically-minded citizens. It will help to prevent warped judgments concern-

ing the vital forces so difficult to understand fully in the world today. It is an excellent example, too, of the fact that a junior college can shape its activities to present day conditions and problems.

ROY W. BIXLER, *Institution-Faculty Relations in the College of Integrity*. Teachers College, Columbia University, New York City, 1939. 192 pages.

This book deals with a phase of administration of higher education which has heretofore received relatively little attention. The author appraises practices, policies, and proposals pertaining to the following administrative relations: recruiting faculty personnel, salary, tenure, retirement plans, insurance, health service, housing service, faculty participation in the administration of the college, and stimulation of faculty growth. Appraisals are based upon a very extensive survey of the literature relating to educational administration and upon a statistical device which the author constructed. The volume contains much that will be stimulating and suggestive to junior college administrators and faculty members.

CORRECTION

Through an unfortunate error the title of Dr. Louis Shores' volume *Basic Reference Books* was given as *Basic Reference Works* in the review of it in the February Journal.

NEW PUBLICATIONS RECEIVED

WILLIAM H. ATWOOD, *Introduction to Vertebrate Zoology*. C. V. Mosby Co., St. Louis, Missouri, 1940. 511 pages.

I. B. BERKSON, *Preface to an Educational Philosophy*. Columbia University Press, New York City, 1940. 250 pages.

LEE EMERSON BOYER, *College General Mathematics for Prospective Secondary School Teachers*. Pennsylvania State College, State College, Pennsylvania, 1939. 106 pages.

(Continued on Page 478)

Bibliography on Junior Colleges *

3694. SHOFSTALL, W. P., "Regional Planning—A Proposed Study for Evaluating College Offerings in Various Sections of the Country," *Journal of the American Association of Collegiate Registrars*, 14:505-13. (July 1939).

Discussion of general and semi-professional education. Quotes an extended statement by J. W. Harbeson of Pasadena Junior College, California.

3695. SMITH, PAYSON; WRIGHT, F. N., AND ASSOCIATES, *Education in the Forty-Eight States*. (Staff Study No. 1 of the Advisory Committee on Education). Government Printing Office, Washington, D. C., 1939. 199 pages.

Chapter V of this monograph is devoted to "The Junior College." Discusses institutions, enrollments, financial data, and outlook.

3696. SOPER, WAYNE W., "Secondary Education," *Review of Educational Research*, 9:342-46 (October 1939).

Contains brief summaries and bibliographies of eight junior college studies.

3697. SPAIN, LAURA-MAY, "Curriculum Divisions in the Colleges," *Bulletin of the Association of American Colleges*, 25:453-56 (November 1939).

An analysis of the catalogs of 657 institutions of higher education, showing that 33 per cent of them have organized lower divisions, and that in at least 38 institutions these are designated as "junior college" organizations.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

3698. SPRING, GARDINER W., "Agriculture and the Junior College," *Education Digest*, 5:40-41 (November 1939).

Abstract of article by same author in *Junior College Journal*, 9:477-79, (May 1939).

3699. STILWELL, H. W., "The Junior College in the South," *Southern Association Quarterly*, 3:416-20. (August 1939).

A radio address at Memphis, Tennessee, in connection with the forty-third annual meeting of the Southern Association. Also published in the *Junior College Journal*, 10:21-24. (September 1939).

3700. TRACY, H. H., "Teaching Family Relations," *Education Digest*, 5:6-7 (October 1939).

Brief report of an address before the National Education Association concerning course given at Fullerton Junior College, California. Substance covered much more fully in the author's article in *Junior College Journal*, 10:127-135 (November 1939).

3701. TUNIS, JOHN R., "New Leaven on the Campus," *Survey Graphic*, 28:595-97, 655 (October 1939).

Includes brief and somewhat inaccurate consideration of the junior college movement. See *Junior College Journal*, 10:174. (November 1939).

3702. TURRELL, A. M., and WEITZEL, H. I., "Centralizing Responsibility for Guidance," *California Journal of Secondary Education*, 14:371-75 (October 1939).

A thoughtful and helpful analysis of three possible relationships between registrar and counselor by two members of the guidance staff of Pasadena Junior College.

3703. WALKER, T. P., "Benefits of the Junior College," *Texas Outlook*, 23:36 (July 1939).

Lists eight reasons for existence of public junior colleges.

3704. WALTERS, RAYMOND, "Recent Trends in Collegiate Enrollment," *School and Society*, 50:321-33 (September 9, 1939).

Includes brief consideration of junior college enrollments and trends, pp. 323, 330.

3705. WILKERSON, DOXEY A., *Special Problems of Negro Education*. (Advisory Committee on Education, Staff Study No. 12.) Washington, D. C., 1939. 171 pp.

Includes a section on "Junior Colleges," (pp. 43-46) dealing with number of institutions, enrollment, and the junior college movement among Negroes. Presents data to justify the conclusion that "on the junior college level . . . the development of public programs of secondary education for Negroes has lagged far behind similar developments for the white population in the Southern states."

3706. WILLIAMSON, E. G., *How to Counsel Students*, McGraw-Hill, New York, 1939. 562 pages.

Includes brief discussion of junior college problems and functions (pp. 48, 359, 406), but all of the contents will be of value to junior college counselors.

3707. WOOD, JAMES M., "The Recruiting Problem," *Journal of Higher Education*, 10:412-16 (November 1939).

Outlines 13 methods used by large universities for recruiting students. Suggests desirability of universities abolishing their freshman and sophomore work. Reports methods of small colleges and junior colleges, under present competitive conditions, and justifies in particular the work of the "field representative." Gives a six-point discussion of the work of this officer at Stephens College, Missouri.

3708. AMERICAN LIBRARY ASSOCIATION BULLETIN, "Junior Colleges Study Terminal Education," *American Library Association Bulletin*, 34:204 (March 1940).

Announcement of the new study of junior college terminal education, with indications of its library aspects.

3709. ANDERSON, HOWARD R., "Introduction of Social Science for Junior College Students," *School Review*, 47:

475 (June 1939).

Review of Paustian and Oppenheimer's *Problems of Modern Society: An Introduction to the Social Sciences*.

3710. ANDERSON, J. O., "Education by Travel," *Sierra Educational News*, 36: 3-4 (January 1940).

Plans for travel trips by students of Eastern New Mexico Junior College.

3711. ASSOCIATION OF AMERICAN COLLEGES BULLETIN, "The American Association of Junior Colleges," *Association of American Colleges Bulletin*, 26:156 (March 1940).

Announcement of the new study of junior college terminal education.

3712. AVAKIAN, MESHON, "Instructors, Are You Slipping?" *Education Digest*, 5:57-58 (January 1940).

Abstract of article by same author in *Junior College Journal* (October 1939), 10:77-79.

3713. BAGLEY, W. C., "Does the Junior College Movement Present a Unique Teaching Problem?" *Educational Administration and Supervision*, 24:338-40 (May 1938).

Duplicate of article by same author in *Junior College Journal* (May 1938), 8: 448-50.

3714. BALANCE SHEET, "American Association of Junior Colleges," *Balance Sheet*, 21:310 (March 1940).

Announcement of the new study of junior college terminal education.

3715. BAXTER, JAMES P. 3rd, "The Relations Between the Liberal Arts College, the Junior College, and the Professional School," *Association of American Colleges Bulletin*, 26:56-63 (March 1940).

An address at the annual meeting of the Association by the president of Williams College. "The relations of the liberal arts colleges to the junior colleges, in New England at least, are in no way close. . . . The objectives and programs of the junior colleges are so different from those of the New England institutions devoted to the liberal arts ideal that it is small wonder that closer connections have not developed between them."

3716. BERGEN, M. C., "Misplaced Mathematical Recreations," *School Science and Mathematics*, 39:766-68 (November 1939).

Unfavorable comments, by a junior college instructor, who "has listened with misgivings, to two addresses on this subject at two different junior college conferences."

3717. BIDDULPH, LOWELL G., "The Status of Physical Education in the Schools of the Intermountain Junior College League, Ann Arbor, Michigan, 1939.

Unpublished master's thesis at the University of Michigan.

3718. BREIDENSTINE, A. G., "The Role of a Junior College," *Literary Artisan (Hershey Junior College)*, 1:11-12 (November 1939).

The dean of Hershey Junior College, Pennsylvania, presents and discusses five purposes of the junior college. "The holding power of public junior colleges does not depend on compulsory education laws, nor even upon investments made at the beginning of the year. To a remarkable degree the holding power exists in the adaptation of the instructional program."

3719. BROWN, DORPH H., "Recent Curricular Trends in the Junior College with Emphasis on Theory and Practice," *University of Colorado Studies*, Vol. 26, No. 2, pp. 33-36 (November 1939).

"The study of the eight-year period from 1931 to 1939 indicates a clearly marked trend away from college preparatory aim toward the completion aim. It also shows a marked tendency away from college preparatory and semi-professional aims toward those of social competence and adult education. Thus the junior college, interpreted in terms of our changing social order, seems to be nearer its goal today than ever before."

3720. CALIFORNIA SCHOOLS, "New Principal at Glendale Junior College," *California Schools*, 11:65-66 (February 1940).

Announcement of appointment of George H. Geyer.

3721. CARPENTER, W. W. and SALA, J. ROBERT, *Junior Colleges of Missouri*,

Columbia, Missouri, 1940, 25 pages (mimeographed).

Contains one page of historical and descriptive information for each of the junior colleges of Missouri. Compiled for distribution at the Columbia meeting of the American Association of Junior Colleges.

3722. CURRICULUM JOURNAL, "Survey of Junior College Curriculum," *Curriculum Journal*, 11:97 (March 1940).

Announcement of the new study of junior college terminal education by the American Association of Junior Colleges.

3723. DAVIS, JESSE B., "Whither Higher Education," *Educational News Bulletin (of National Conference of Church Related Colleges)*, 5:1-2 (February 1940).

Reprint of the author's editorial in *Junior College Journal* (February 1940), 10:303-04.

3724. DOUGLASS, AUBREY A., "State Department Reports on State Enrollment Trends," *California Journal of Secondary Education*, 15:55 (January 1940).

Reports that in California "the greatest percentages of increase in state enrollments were those experienced in the junior colleges: an increase of 20.4 per cent in enrollments in grades 13 and 14 and an increase of 48.3 per cent in enrollments of special students and students in special classes of junior college grade. This large increase in junior college enrollments not due to the establishment of new junior colleges. All of the junior colleges evidenced the same trend."

3725. DOUGLASS, AUBREY A., "Junior College Committees Hold Conferences," *California Journal of Secondary Education*, 15:57-58 (January 1940).

Report of progress on the California junior college survey.

3726. DOUGLASS, AUBREY A., "State Junior College Committee Initiates Studies," *California Journal of Secondary Education*, 15:125 (February 1940).

Report of progress on the personnel phases of the California junior college survey.

3727. EDUCATION BULLETIN, "Junior College Increase," *Education Bulletin*

(of Pennsylvania State Education Association), 8:79 (March 11, 1940).

Data on recent growth of the junior college movement.

3728. EDUCATION DIGEST, "The American Association of Junior Colleges," *Education Digest*, 5:64 (February 1940).

Announcement of the new study of junior college terminal education.

3729. EELLS, WALTER C., "Eyes of the Nation," *Mesa College Criterion*, 7:1 (March 7, 1940).

Congratulations to Mesa College, Colorado, on completion of their new plant and comments on growth and significance of the junior college movement.

3730. EELLS, WALTER C., "Status of the Junior College in the United States, 1939-1940," *School and Society*, 51: 219-24 (February 17, 1940).

A condensation of material in the author's article "Junior College Growth" in *Junior College Journal* (February 1940), 10:335-39.

3731. ELLIOTT, WILLIAM, *The Junior College Movement in North Dakota*, Grand Forks, North Dakota, 1939.

Unpublished master's thesis at the University of North Dakota. A general analysis of the situation in the state and need for further junior college development. Special emphasis on the work of the North Dakota School of Forestry. For summary and review see No. 3775.

3732. ENGELHART, MAX D., "Chicago City Junior Colleges' Comprehensive Examination," *Chicago Schools Journal*, 17:110-14 (January 1936).

Duplicate of article by same author in *Junior College Journal* (May 1936) 6:339-404.

3733. ENGLE, ROBERT H., "Objectives and Occupational Background of Students Entering The Chicago Junior Colleges, February 1938," *Bulletin of the National Association of Secondary-School Principals*, 23:30-40 (December 1939).

Based upon a detailed analysis of information received from 1193 students from

the three Chicago junior colleges, representing approximately 90 per cent of the class at Wilson and 80 per cent of those at Herzl and Wright.

3734. EUBANK, L. A., "The Improvement of Instruction," *Bulletin of the Northeast Missouri State Teachers College*, 40:1-15 (January 1940).

A paper presented at the Missouri Association of Junior College Administrators, December 9, 1939. "The title of this paper might well be: What is the Responsibility of the Junior College Administrator for the Improvement of Instruction." Treats three phases of the topic: The pre-service education of the college teacher, the recruiting of the college teacher, and the in-service program for the improvement of instruction.

3735. FISHER, RAYMOND, "Junior College Course in Family Relations," *Education Abstracts*, 5:7 (January 1940).

Abstract of article by H. H. Tracy in *Junior College Journal*, November 1939.

3736. GOOD, CARTER V., "Doctors' Theses Under Way in Education, 1939-40," *Journal of Educational Research*, 33:374-400 (January 1940).

Includes data on 16 theses in the junior college field. See this issue of the Journal, page 444.

3737. GORSHOFF, ESTELLE, "Where Are the Students of Yesterday?" *The Pace (Los Angeles City College)*, 2:17, 34 (December 1939).

A report of the reasons for dropping out of college on the part of students at Los Angeles City College.

3738. HALSEY, JAMES H., "Headmaster's Headache," *School Executive*, 59:22-25 (December 1939).

The assistant to the president of the Junior College of Connecticut presents a detailed study of methods and problems connected with recruiting of students for privately controlled institutions.

3739. HARBESON, JOHN W., "Calls Decapitated Two Year College Less Logical Than the 6-4-4 Plan," *Nation's Schools*, 25:44 (March 1940).

Statement of educational principles upon which the four-year junior college organization is based.

3740. HEATH, HARRISON F., "A Special Curriculum in a Junior College," *California Journal of Secondary Education*, 14:400-03 (November 1939).

Description of a special terminal curriculum organized last year for students of less than average academic ability, and some preliminary evaluation of its results.

3741. HOLLINSHEAD, BYRON S., "Ends and Means of General Education: From the Point of View of the Junior College," Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1939. pp. 78-85.

One section of a symposium on general education from various points of view. Criticizes views of President Hutchins and others. Discusses general education from standpoint of curriculum, faculty, and community relationships. "To carry out the program of general education I have hastily sketched is going to require much experimentation and patience. It will require a high order of administrative statesmanship and better qualified faculty members. General education which has the foregoing ingredients will enrich community life and bring the colleges closer to their constituencies."

3742. HOLLINSHEAD, BYRON S., "General Education in the Junior College," *Journal of the American Association of Collegiate Registrars*, 15:155-61 (January 1940).

Address before the 1939 meeting of the Middle States Association. "Any program of general education must consider two main factors—curriculum and faculty. . . . And curriculum in general education needs to be devised and modified for the particular use of the college in which it is to be given. . . . To carry out a successful program of general education, junior colleges need the help and sympathetic understanding of four-year colleges and universities."

—JCJ—

NEW PUBLICATIONS RECEIVED

(Continued from Page 473)

- THOMAS H. BRIGGS and WILL FRENCH (Editors), *Education for Democracy*, Proceedings of the Congress on Education for Democracy held at Teachers College, Columbia University, August 15-17, 1939. Columbia University, New York City, 1939. 466 pages.
- CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, *Thirty-Fourth Annual Report*. New York, 1939. 207 pages.

EDUCATIONAL POLICIES COMMISSION, *Deliberative Committee Reports 1939*. National Education Association, Washington, D. C., January 1940. 54 pages.

CLARENCE T. GRAY and DAVID F. VOTAW, *Statistics Applied to Education and Psychology*. Ronald Press, New York, 1939. 278 pages.

W. S. GRAY (Chairman), *Reading in General Education: An Exploratory Study*. American Council on Education, Washington, D. C., 1940. 465 pages.

JAMES A. HAMILTON, *Toward Proficient Reading*. Saunders Press, Claremont, California, 1939. 152 pages.

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